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ABSTRACT

This guide includes practices used by 30 regional leaders in California to train early childhood educators to work with limited-English-speaking youth and adults. The three regional leaders were charged with providing 16 hours of training to at least five of their peers over a 12-month period and examining the policies of their institutions in the areas of recruitment, assessment, placement, counseling, and coordinating services. The text highlights the practices that the 30 regional leaders found to be effective in the areas of team building, building trust, developing commitment, dealing with conflict, developing insight into personal bias, assessing language proficiency, providing comprehensible instruction in English, and institutionalizing practices. Instruction used a fictitious culture, Aabian culture, to develop like feelings of difference from others. Sections of the text include team building, trust building, developing commitment, dealing with conflict, developing insights into personal bias, assessing youth and adults with limited English skills, providing English language instruction, resources and sources of knowledge, and a plan for institutionalizing access products and processes. (NAV)

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ED 386 038

BEST PRACTICES IN PREPARING EARLY CHILDHOOD EDUCATORS TO WORK WITH SECOND LANGUAGE SPEAKING YOUTH AND ADULTS

Elements of Forgiveness

Yesterday is the past
Tomorrow is the future
Today is a gift
That is why it is called the Present

July 1995

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Training for ACCESS

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Training for ACCESS (Preparing Early Childhood Educators to Work with Second Language Speaking Youth and Adults) prepared 30 university, community college, regional occupational center and community service instructors in California to assist limited English speaking youth and adults to enter and advance in careers in early childhood education. The three regional leaders were charged with providing 16 hours of training to at least five of their peers over a 12 month period and examining the policies of their institutions in the areas of recruitment, assessment, placement, counseling, and coordinating services. What follows are those practices that the 30 regional leaders found to be effective in the areas of team building, building trust, developing commitment, dealing with conflict, developing insight into personal bias, assessing language proficiency, providing comprehensible instruction in English, and institutionalizing practices.

Training for ACCESS Regional Leaders

Carol Baltz-Ivey	Ukiah High School, Ukiah
Jan Barnett	Desert Community College District, Palm Desert
Nancy K. Brown	Cabrillo College, Aptos
Marlene Baumgarner	Gavilan Community College, Gilroy
Rose Chou	Sonoma County Child Care Association, Rohnert Park
Carole Delap	Golden West High School, Visalia
Sheridan DeWolf	Grossmont College, El Cajon
Pat Disterhoft	Claremont Graduate School, Claremont
Julie Olsen Edwards	Cabrillo College, Aptos
Janet Gonzalez-Mena	Napa Valley College, Napa
Sharon Hawley	Modesto Junior College, Modesto
Judy Hays	Gateway High School, Clovis
Lee Heinrich	E. San Gabriel Valley ROP, West Covina
Kathy Kelley	Chabot Community College, Hayward
Barbara Kimball	Poway High School, Poway
Anne Kress	Yuba College, Marysville
Sydney Fisher Larson	College of the Redwoods, Eureka
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Jeri Lupton	Oxnard Community College, Oxnard
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Julie Miller	Cabrillo College, Aptos
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Shelley Reynolds	Pacific Union College, Angwin
Claudia Robbins	Santa Rosa, Napa Valley, Solano Community Colleges
Edna Rodriggs	Eden Area ROP, Hayward
Marni Roosevelt	ABCD, Los Angeles
Julie Ruelas	Los Angeles Mission College, Sylmar
Marilyn Shelton	CSU Fresno, Fresno
Pam Turner	Wright Elementary School District, Santa Rosa
Kathy Watanabe	Rio Hondo College, Whittier

Best Practices in Team Building

• Grouping Activity	Aabians and Bebians
• Grouping Activity	Number of children in family
• Demographic Wall Chart	Identifying place of origin on a map
• Catalytic Module	Imagine

Best Practices in Building Trust

• Ground Rules	Creating a safe environment
• Culture Share	Sharing an artifact/story representative of a culture
• Lifeline	Recalling significant events in life
• Listen and Learn	Deeply hearing what someone else has to say
• Human Potential	Effects of Listening
• Talking About Differences	Discovering ways you are similar and different
• Catalytic Module	You Won't Believe What I Just Heard

Best Practices in Developing Commitment

• Teaching Culturally Diverse Students	Identifying what you know and what you don't know about working with culturally diverse students
• Reflect and Act	Action Planning
• Catalytic Module	Everything You Ever Wanted to Know About CLD Students, But Were Afraid to Ask

Best Practices in Dealing with Conflict

- Working with Definition of Racism

Best Practices in Developing Insights into Personal Bias

• Ethnic Identity Exercises	Learning about others
• Anti-Bias Identity and Practice	Phases of Developing in the Journey to Pro-Diversity
• Cultural Relay	Developing a personal definition of culture
• Assumptions and Stereotypes	Recognizing biases
• Defenses Against Racial Awareness	Learning to accept others
• Privilege and Power	Learning to treat others equitably
• Jigsaw Reading	
• Readings	*White Privilege* *Stopping Bias in its Tracks* *And Sara Laughed*
• Catalytic Module	Case Studies
• Catalytic Module	Situational Success/Situational Failure
• Catalytic Module	Role Play
• Catalytic Module	Communications Network

Best Practices in Assessment

• Cloze Test	Assessing English and native language proficiency

Best Practices in Providing Comprehensible Instruction

• Grouping Activity	Using cards coded by color, number of words, content, and language
• Cummins Quadrant	Dimensions of language proficiency
• Second Language Acquisition	Learning English as a second language
• Sheltered English Lesson	
• Bilingual Vocabulary List	
• Catalytic Module	Culturally Responsive Classroom Planning
• CBEST	Changes in the California Basic Education Skills Test

Resources

- The Roles and Challenges of People of Color, Whites and Interracial People as Anti-Bias Trainers
- When Children Notice Racial Differences
- What's in a Name?
- Sphere of Biculturalism
- Biculturalism in Early Childhood Education by Julie Ruelas
- Culture Circle
- Selected Bibliography of Teachers' Stories
- The Color of Fear
- Migrant Media Productions
- Certificate of Completion

Hoffman, E. (1989). *Lost in Translation: A Life in a New Language*. New York: Penguin Books.

Expanding ACCESS

- New Horizons Project
- Model Child Development Transfer Program

Aabian Culture

You are now being born into the Aabian culture!

How to greet each other:

- When you meet another member of the Aabian culture, greet him or her with a touch, such as a tap on the shoulder or a handshake.
- Make eye contact—NOT making eye contact is an insult!

Things Aabians talk about:

- Aabians are casual and fun-loving; their faces are expressive.
- Aabians are very interested in time, both past and future, but ***never*** discuss money.
- They enjoy discussing male ancestors and their accomplishments, and male children and their hopes for them.

How to say good-bye:

- Touch hands with an Aabian when you say good-bye.

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How to say good-bye:

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Bebian Culture

You are now being born into the Bebian culture!

How to greet each other:

- When you meet another member of the Bebian culture, AVOID eye contact.
- NEVER make physical contact—physical contact is an insult!

Things Bebians talk about:

- Bebians are *very* serious.
- Bebians have a fascination with numbers—social security numbers, zip codes, birthdates, etc. They repeat them to each other with *enthusiasm*!
- Bebians are very serious about money and ask each other questions such as:
  - How much did you make today?
  - How much will you make tomorrow?

How to say good-bye:

- Both put hands on hips and the **tallest** person walks away first.

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Bebian Culture

You are now being born into the Bebian culture!

How to greet each other:

- When you meet another member of the Bebian culture, AVOID eye contact.
- NEVER make physical contact—physical contact is an insult!

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How to say good-bye:

- Both put hands on hips and the **tallest** person walks away first.

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GROUPING ACTIVITY

- **Number of Children in a Family**

  People are grouped by the number of children in their family when they were growing up.

  Each group identifies strengths and weaknesses of being in a family of that size.

NUMBER OF CHILDREN IN FAMILY OF ORIGIN

(Place a dot by the number of children in the family in which you grew up)

1																
2																
3																
4																
5																
6																
7 or more																

AGE

(Place a dot in the column which represents your present age)

20-24															
25-29															
30-34															
35-39															
40-44															
45-49															
Over 50															

HAIR COLOR

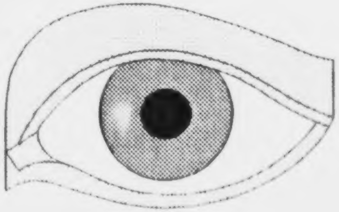
(Place a dot next to the present color of your hair)

Brown															
Blonde															
Black															
Red															
Gray															
Other															

EYE COLOR

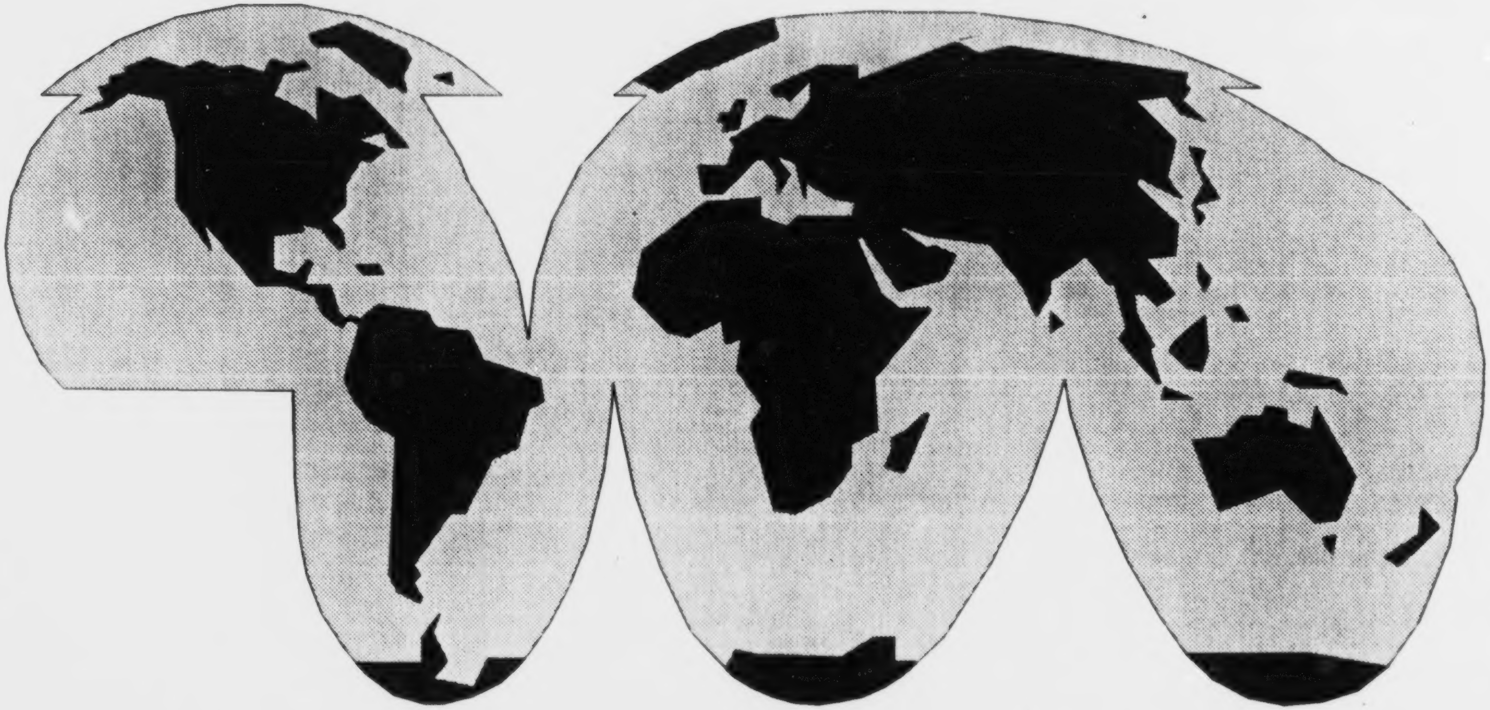
(Place a colored dot on the graph next to the color of your eyes.)

Brown															
Blue															
Hazel															
Green															
Gray															
Other															



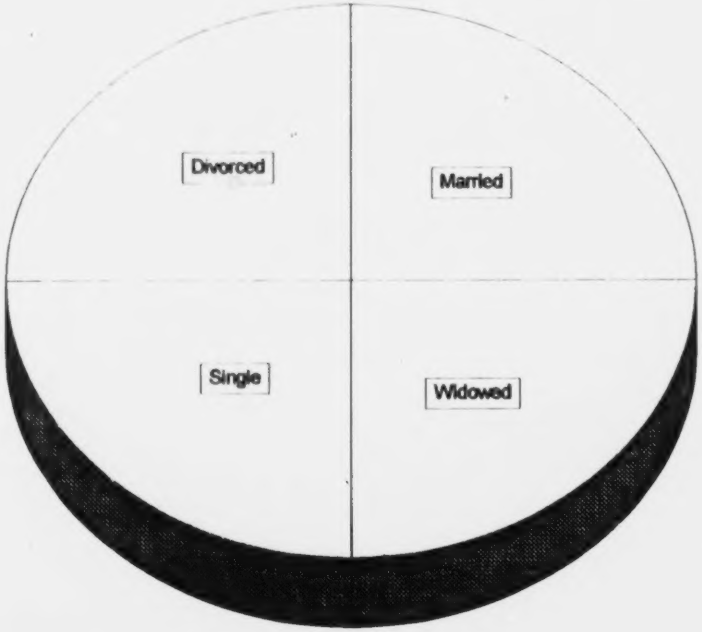
Ethnic Origin

(Place a colored dot on the area/country of your origin)



MARITAL STATUS

(Place a dot in the section which represents your present status.)


Divorced
Married
Single
Widowed

Catalyst: Imagine

Time required:	45 minutes to one hour
Special facilities, materials & aids:	small chair or table for "accommodations needed" cards "accommodations needed" cards

Module Summary

This is a warm-up exercise in which the participants will be introduced to one another through the use of the "accommodations needed" cards, followed by a group discussion. The "Imagine" module serves to establish group and individual identity while giving the participants a better understanding of their own feelings, as well as the feelings culturally and linguistically diverse (CLD) students may experience in first-encounter situations.

Module Objectives

- To introduce the participants to one other
- To help participants identify their feelings when first meeting CLD students
- To help participants empathize with CLD students in first-encounter situations
- To explore how these feelings might impact negatively on "first day in class (school)" situations
- To discuss methods a teacher might use to improve communication

Preparations

- Chairs should already be in circular arrangement
- Have small chair or table ready to place in middle of circle
- Inspect and shuffle "accommodations needed" cards

Module Format

- State: "Before beginning today, I would like you to introduce yourselves." Introduce yourself, first using only your name and title and organization, and ask the person on your right to start. Note the total time it takes to complete the introductions (usually about three minutes for the whole group).
- After the introductions have been completed, ask if the group feels they all know each other better than before. Inform the group how long it took to make the introduction.
- If people sit together by specific groups, (e.g., all women together, people from same school or district together, etc.), question why and ask how we can relate this tendency to CLD students.
- Place the "accommodations needed" cards face down on the table or chair in the center of the circle.
- Explain to the participants: "There may be a better way for us to get acquainted. Each of you, in turn, is to go to the center of the circle and draw the top card and follow the instructions on the card. Half of the cards simply ask you to state your name and answer a simple question which allows you to share something of yourself with the group. The other 50% are "accommodations needed" cards, and require you to answer your questions consistent with the restrictions imposed. Before you answer the question, read the card aloud to the group."

Discussion Points

- Which method of introduction helped them to know each other better.
- Which method is most used in schools and why.
- The feelings participants had before it was their turn to draw a card.
- What the participants were feeling while they were watching and listening to the participants who drew the CLD cards.
- What the participants who did not draw the CLD cards were feeling while they were watching and listening to the participants who drew the CLD cards.
- Possible methods to emotionally diffuse these situations and strategies educators could use to make the CLD students more comfortable and welcome.
- Briefly summarize the main discussion points.

"Accommodations Needed" cards to accompany the "Imagine" module.
One set of directions per index card.

State your full name and answer the following question.

What do you like most about your school?

State your full name and answer the following question.

What makes you laugh?

State your full name and answer the following question.

What is your favorite movie and why?

State your full name and answer the following question.

What thing are you the most proud of?

State your full name and answer the following question.

What would you do if you found a bag of money on the street?

State your full name and answer the following question.

If you had to enter the Olympics, which event would you choose and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question with your tongue placed over your upper lip.

What do you most admire about your best friend?

You are a culturally and linguistically diverse student. State your full name and answer the following question.

OHW SI EHT TSOM LANOITARIPSNI NOSREP NI RUOY EFIL?

You are a culturally and linguistically diverse student. State your full name and answer the following question without using any word that contains more than one syllable.

What is your favorite city to visit and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question in Spanish.

If you were to change professions, what would you become?

State your full name and answer the following question.

What is your favorite restaurant and why?

"Accommodations Needed" cards to accompany the "Imagine" module.
One set of directions per index card.

You are a culturally and linguistically diverse student. State your full name and answer the following question using any word that contains the letter "A."

Describe a new project undertaken in your life.

You are a culturally and linguistically diverse student. State your full name and answer the following question while rubbing your stomach and patting the top of your head.

If you were to change your first name, what would you like it to be?

You are a culturally and linguistically diverse student. State your full name and answer the following question without your shoes on.

What ECE class would you want to substitute for, given a choice?

You are a culturally and linguistically diverse student. State your full name and answer the following question with your tongue sticking out of the side of your mouth.

What is your most admirable characteristic?

State your full name and answer the following question.

What is your favorite color and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question using only words which begin with the letter "S."

What is your favorite meal and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question in a language other than English.

What do you like most about school?

You are a culturally and linguistically diverse student. State your full name and answer the following question slowly spinning around in a circle with your eyes closed.

I feel I would make a good teacher because...

You are a culturally and linguistically diverse student. State your full name and answer the following question hopping up and down on one foot.

What is your favorite tool?

State your full name and answer the following question.

What is the funniest thing you have ever seen?

"Accommodations Needed" cards to accompany the "Imagine" module.
One set of directions per index card.

State your full name and answer the following question.

What would you like to be doing five years from now?

State your full name and answer the following question.

What food would you never order and why?

State your full name and answer the following question.

Do you have any superstitions? If so, what are they?

State your full name and answer the following question.

What book have you always wanted to read but never got around to reading?

State your full name and answer the following question.

If you were no longer in school, what would you do, and why?

State your full name and answer the following question.

If you could sing one song better than any other song, name the song you would sing and why.

State your full name and answer the following question.

What administrator do you most admire and why?

State your full name and answer the following question.

Tell a secret about yourself.

State your full name and answer the following question.

Describe your first job (paid or unpaid) and what you liked about it.

You are a culturally and linguistically diverse student. State your full name and answer the following question using no adverbs or prepositions.

What is your favorite color and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question using no words that contain the letter "T."

If you could go anywhere in the world, where would it be, and why?

"Accommodations Needed" cards to accompany the "Imagine" module.
One set of directions per index card.

You are a culturally and linguistically diverse student. State your full name and answer the following question using only words which contain 3 or more syllables.

Where did you grow up and what was it like?

You are a culturally and linguistically diverse student. State your full name and answer the following question in your preferred Chinese dialect.

If you could be any animal, what would you be and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question using no prepositions.

What is your family like?

You are a culturally and linguistically diverse student. State your full name and answer the following question using no words which contain the letter "S."

What was your favorite childhood game or pastime?

You are a culturally and linguistically diverse student. State your full name and answer the following question using no adjectives.

Who was your favorite high school teacher and why?

You are a culturally and linguistically diverse student. State your full name and answer the following question using words that do NOT contain the letter "L."

What is your favorite sport and why?

GROUND RULES

To create a safe and working environment
for diversity learning, we agree to the following...

1. This is a *liberated zone*—say what you want to say here.
2. Listen respectfully—even when you disagree.
3. There is no such thing as a stupid question or thinking.
4. Feelings are an important part of the learning process, and will be respected.
5. Everyone participates and shares equitable *air time*.
6. Everyone stays for the whole commitment.
7. Confidentiality is sacred! What is said in this room will not go any further, and will not be used against anyone later.
8. Don't blame the messenger—if you don't like the message.
9. This is an ongoing process of learning and growing for ***all*** of us (it will not be finished just because the session is over).
10. Expect that you will put your foot in your mouth (we all make mistakes eventually, and no one knows it all).

(Some of the ground rules are adapted from the People's Institute for Survival and Beyond, "Undoing Racism" Conference, 12/91). Revised by P. Brady, 5/94.

CULTURE SHARE

Each person brings an artifact to show, tells a story, or demonstrates a tradition **from their culture or family**.

Child Development

Name______________________
Date____________ Period_____

LIFELINE

PURPOSE OF A LIFELINE: To recall important events from your life. Use pictures or symbols and draw them on your lifeline. Write dates (year) that this event occurred under the symbol. Use a 3' strip of adding machine tape for the lifeline.

After drawing the symbols, turn your lifeline over and explain what the symbols mean, briefly, on the back.

THINGS YOU MAY WANT TO INCLUDE:

1. Your birth.
2. Starting school.
3. Brothers & sisters born after you.
4. Special events in your life.
5. Best friends you have had.
6. Places you have lived.
7. Clubs you have joined.
8. Accidents you have had; illnesses.
9. Trips you have taken; places you have visited.
10. What you wanted to be at different times in your life.
11. People who significantly influenced you--either good or bad.
12. Anything else that was important to you.
13. Project into the future--what will happen at different points in your life?

** ATTACH YOUR COMPLETED LIFELINE TO THIS SHEET WHEN YOU HAVE COMPLETED IT.

** WANT SOME EXTRA CREDIT? COLOR IN YOUR SYMBOLS.

LISTEN AND LEARN SESSIONS

You and a colleague will each have time to speak while the other listens. Find a comfortable place in sit where you can hear eachother without interruption or distraction. After the first speaker is done, stretch and change position before reversing roles. Do NOT comment on or discuss what your partner says. But be sure to thank them for the gift of talking to you.

Guidelines for the speaker:

Tell the truth the best you are able.
The emotional truth is as important as the "facts".
Try to tell what happened, who else was involved, how you felt about what happened, and the long term impact of what happened.
If you go blank -- wait-- don't change the subject. Something is hiding that needs your permission to come up.
It's o.k. to cry, laugh, shake, yawn, etc.
This is your story. There is no need to entertain anyone.

Guidelines for the listener:

Totally respect the speaker's confidentiality.
Listen as a believer (that is, listen to hear why the story is true from the perspective of the speaker).
No questions, interruptions, distractions, advice or recommendations. This is the speakers story. Stay out of it.
Be patient through pauses.
Maintain visual contact.
If strong feelings come up for the speaker, remember they have their own power to heal. Simply stay present and attentive.
If strong feelings come up for you as a listener, remember the feelings are about you -- not about the speaker. It is important information for you to have about yourself.

For the Speaker and the Listener -- Remember...

The task is to deeply hear someone else
There is no competition around pain and joy.
Each person has always done the very best they could with the life they have led...and is always in the process of re-understanding and growing.

On Being a Learner -- Some Possible Questions to Consider

What are your earliest memories of knowing that you were smart or dumb around learning?

What did the world tell you (both explicitly and by example) about how being male or female affected your learning, your intelligence?

What were the earliest memories you can recall about how skin color was connected with intelligence? What about class? What, if anything, did you learn was the difference between being smart and being intelligent?

What was school like for you? What did you dread? What did you look forward to? How would you have described yourself as a student? What changed and what stayed the same between elementary school and high school?

Talk about something you are "bad" at. How was it you learned to feel stupid around this? What reinforced the feeling of incompetence? What keeps you believing it?

How is it that you went to college? What propelled you to do so? Who else in your family went to college?.

Describe in detail what has been a struggle for you as a learner, as an intellectual? What has come easy for you? What factors influenced both of these kinds of experiences for you?

Who have been the people who have shaped your experience as a learner and a thinker? If their impact was hurtful, what was the misinformation you learned? If their impact was helpful,what was it that they revealed to you about yourself?

Human Potential- a working theory

(humans are intelligent, flexible, good, cooperative, loving, kind, powerful, and generally likable)

↓

We get hurt

chiefly through the process of oppression (Racism as one example)

hurts are accompanied by racist misinformation (the badness or danger of other people) See →
and misinformation about ourselves (invalidation)

This misinformation is socially sanctioned

↓

When we are hurt, we get confused and rigid; we stop thinking well

↓

We try to heal by telling what happened/our story

↙ ↘

We get listened to:

We discharge: laughter, tears, talking, shaking, sweating, raging, shaking

We are able to free up our thinking process and process the hurtful experiences

We re-claim all of our human potential

We don't get listened to:

We continue to try to tell our stories

We re-create the original hurtful experiences using any excuse/reminder of the original experience as a rationale.

We do this rigidly because we are no longer thinking flexibly--these reactions become automatic "recordings" that are triggered by the racism in our culture. This is called a "distress pattern."

We take on one of the two available roles from the hurtful experience (we first try to take the perpetrator role and put someone else in the victim role)

↙ ↘

Perpetrator Role

Mistreating others
Acting out "pseudo power"

Victim Role

self hurt
powerlessness
acceptance of mistreatment
rehearsal of invalidation

Regardless of which role one takes on, it is important to remember that people are simply trying to heal from the early hurts and confusion of racism: they are trying to tell their stories.

The problem is that no one is listening and that dramatizing the old recordings/behaviour patterns is not a good way to get effective listening help.

The "distress recordings" of racism-- as victim and as perpetrator-- are carried out in a social/political environment that enforces the roles and "rewards" and sanctions people to keep them in their roles.

BREAKING THE SILENCE AROUND SPEAKING OF OUR DIFFERENCES

Find a partner, bring a pad of paper and a pen

1. You have eight minutes to come up with a list of twenty ways you are the same (do not use simple obvious things like "we both have eyes, we both breathe, and as it is a given -- dont use we both teach at cabrillo)

2. Ok, now, take a minute to think about some of the *significant* ways you believe you are different from your partner. (pause for about half a minute)

(this part is not timed -- just listen to the group for timing -- impt. to move on as soon as both people have disclosed)
Agree who will go first -- Tell that person five significant ways you believe you are different from your partner -- when finished, the listener is to simply thank the speaker for giving the information -- if appropriate may add "***and*** I too am disabled" or whatever. (not "but")

Then trade -- speaker becomes listener, listener becomes speaker --same process.

3. OK -- now -- chose one of the ways you are different from your partner.and think about the way your difference shapes, or has shaped your experience as teacher or as learner.
Assume that your partner wants to be your ally
Assume it is in your partner's best interest to really understand
Now, each of you will take five minutes to tell your partner what it has been like for you in regards to this issue. At the end, tell your partner how they could be an ally to students, or other faculty who share your "difference". I'll let you know when the first five minutes is up, and then when the second five minutes is up.

4. Discussion: What was it like to find out your similarities?
What was it like to reveal your differences?
(if no one else makes the point -- you end up feeling closer!)

5. Now -- go around the room -- introduce your partner by saying three ways you are alike -- (with permission) one way you are different -- and one thing you have learned about being an ally.

Catalyst: You Won't Believe What I Just Heard

Time required: 30-45 minutes
Special facilities, materials & aids: one copy of "The Rumor" for each participant

Module Summary

Although rumors can cause trouble in almost any setting, their impact on education and employment of culturally and linguistically diverse (CLD) students can be devastating. In this exercise (a variation of an old childhood game), participants will be able to see how distortions can occur in messages. It involves the passing of a story verbally from one person to another person, and observers are able to analyze how information is changed from fact to rumor.

Module Objectives

- To demonstrate how and why rumors are born.
- To isolate particular breaks in communication.
- To demonstrate how personal bias creates distortion.
- To provide practice in objective listening.

Preparation

- Arrange the participants' chairs in a large circle.
- Place two chairs facing each other in the center of the circle.

Module Format

- Ask the group if they have ever heard rumors at school.
- Explain to the group that this is an exercise in rumor control. Your task is simply to listen carefully to a short message and then repeat it as accurately as possible to another person from memory. "The group will be divided into two groups. One group will leave the room and later will be called back one-by-one to sit in the empty chair in the center of the circle. The first person called will listen to a message read by the leader and will then relay the information from memory to the next participant called back into the room. This relay process will continue until all participants are called back into the room."
- Ask if there are any questions.
- Divide the participants into two nearly equal groups and usher one of the groups out of the room.
- Distribute a copy of the rumor to the remaining group members and explain that they will be observers. It will be their job to follow the rumor and note how it changes with each telling.
- Call in the first participant from outside and have her sit in the center of the circle facing you. Read the rumor to her.
- Allow the listener to ask any questions she wants to about the message, but respond only by reading the rumor again.
- When the listener has no more questions, call in the next participant to hear the rumor from the first person. Continue the process until all members from the group outside have heard and repeated the rumor.
- After each person has repeated or "passed" the rumor, give her a copy of the original information and ask her to return to her seat in the circle.

Discussion Points

- Have the observers relate the changes which occurred in the telling of the rumor: what was dropped, what was added, what remained, and why.
- Discuss the reasons the information passed was distorted.
- Discuss the general reasons why people engage in rumors and the various types of organizational "soil" within which rumors flourish.
- Ask the participants what they would do to squelch rumors and what part they, as educators, could play in the communication process to inhibit the growth of rumors.
- Discuss the possible personal, educational, and economic costs that might be suffered by individuals as a result of rumors.

Best Practices in
DEVELOPING COMMITMENT

Thinking about teaching culturally diverse students

Directions:

- Write words, phrases and/or sentences that capture what you know and wish to know about strategies for teaching culturally diverse students.
- Share what you have written with your "back-home" partner.
- Share one statement about your expertise or experience in working with culturally diverse students with members of your table group.
- In table groups, identify questions and concerns table group members have about working with culturally diverse students (or helping others to work with culturally diverse students).
- Write unanswered questions/concerns on flip charts and post on the wall.

TEACHING CULTURALLY DIVERSE STUDENTS

WHAT I KNOW	WHAT I WISH I KNEW

Share what you have written with another person. Then select one statement about what you know to share with your table group

With your table group,

share the questions you have about working with culturally diverse students (or helping others to work with culturally diverse students).
If no one in your table group has an answer to your questions, write it on a card and post it on the wall.

Questions	**Answers**

Reflect and Act, as a result of this session:

What are you thinking about?

How are you feeling?

What do you plan to do now as a next step?

Catalyst: Everything You Ever Wanted to Know About CLD Students, But Were Afraid to Ask

Time required: 45 min to 1 hour
Special facilities, materials & aids: at least one 3x5 or 5x7 card for each participant
chair or small table
chalkboard, box or small basket

Module Summary

This is a very simple exercise that gives the participants an opportunity to ask questions about culturally and linguistically diverse (CLD) students in a non-threatening, non-judgemental atmosphere.

The participants will discover the wealth of information available through co-workers and friends. The participants will learn how unanswered questions prevent people from enjoying everyday opportunities in education, training and employment.

Module Objectives

- To get rid of "gut level" fears of asking questions about CLD students.
- To take uncomfortable feelings out of seeking answers to questions about CLD students.
- Broaden the group's knowledge of students and how these students can be accommodated in child care and Early Childhood Education classes.
- The participants should learn simple and easy ways to get answers to any future questions they or their colleagues might have.

Preparations

- Arrange seating into one large circle.
- Have a chair or a small table to place in the center. (see options)
- Provide potential future module leaders a chance to write out their own questions ahead of time. (See bullet #4 under Module Format.)

Module Format

- Place a chair or table in the center of the circle on which the question cards will be placed. Put the box or basket on the table or chair.
- Distribute one blank card to each participant.
- Explain to the group that they will now have an opportunity to ask that question that they have always been afraid to ask about CLD students—no restrictions on the questions. Tell them you do not want to know who asked which question because we want to have a genuine, open discussion as the group attempts to answer each question. Explain that they will be given five minutes to write their question and then the cards will be collected and placed in the basket in the center of the room.
- The leader should, as appropriate, give the local leaders an opportunity to write out their own questions ahead of time. This technique will occasionally contribute to the meeting of individual, localized goals.
- After five minutes, gather the cards into the basket, mixing well. The leader will then read each question aloud, looking to the group for answers. It is important that the group, and not the leader, answer the question. Set aside the questions that cannot be answered. The leader should not let questions go unanswered unless the group is really at a loss.

Discussion Points

- If most of the questions were answered, point out that answers to our questions are often as near as our friends and co-workers. Caution the group that they should not assume that these are final answers. Sometimes answers are given from limited experience with one family member, friend, or co-worker.
- When we do not ask questions about CLD students, we may deny these students an appropriate education.
- If most questions are not answered, point out that persons may not get education, jobs or advancement because of our lack of information.
- Information is available. People are ready and eager to answer any questions, and these people are often as close as our telephone. If the information has not already been given, point out that there are many resource networks available whose purpose it is to promote the success of CLD students. Other organizations which can answer questions are the State Department of Education, nearby universities or colleges, and community organizations. A variety of help is available if we are willing to ask.
- Through our lack of information, we may unwillingly stand in the way of CLD students getting an appropriate education or a job promotion.
- At the close, read either the questions that have not been answered or the ones that were answered. This is to reinforce the point that answers are close by—through friends, co-workers, organizations, and CLD students themselves. Also, unanswered questions strengthen biases, myths, and stereotypes, thereby preventing CLD students from becoming educated, trained, employed, or advancing in employment.

Option

The leader may choose not to use a table or chair. After the cards are collected, the trainer will shuffle them, keep them and read the questions to the group for the group to answer.

A WORKING DEFINITION OF RACISM -- AND SOME SUPPLEMENTAL REMARKS

Ricky Sherover-Marcuse

1. Racism is the systematic and pervasive mistreatment of people on the basis of their belonging to, or allegedly belonging to, a particular racial or ethnic group. The systematic and pervasive nature of this mistreatment is due to the fact that it occurs in a social system in which certain members of another racial/ethnic group have primary access to economic, political and social power. By virtue of their priviledged access to the means of power, members of this group are in a dominant position in a society, a position which is both institutionalized and self-perpetuating

In other words, racism is one consequence on an institutionalized and self-perpetuating imablance in economic, political and social power, an imbalnace which affects all facets of peoples lives.

2) In the United Sates (and in many other countries) the dominant social group is composed of "whites" and people who are considered to be "white", while the people who have been systematically and pervasively mistreated by virtue of their being "non-white" are primarily people of color and Third World people.

> *This definition of racism in no way denies the fact that many groups of people (especially Jews and Mediterranean peoples) have been systematically and pervasively mistreated by virtue of their ethnicity and culture. Indeed the category of those who have been called "white" has varied considerably over time. But in accordance with current American usage, the term "racism" is reserved to describe the mistreatment experienced by peoples of color and Third World peoples.*

3) At its most extreme, mistreatment takes the form of direct physical violence, but it is not limited to this. The systematic and recurrent invalidation , denial, or non-recognition of the full humanness of persons of color constitutes mistreatment, and counts as racism. The operating concept here is the issue of treating Third World people as human beings, i.e. as unique human individuals. Putting the matter in these terms does away with the confusion generated by thinking of racism as a matter of treating people of color either differently from, or the same as, white people.

4. Racism exists as an ideology inside people's heads as well as in the institutional structure of a social system. As an ideology, racism includes a whole series of attitudes, assumptions, feelings and beliefs about people of color and their cultures which are a mixture of misinformation and ignorance. No white infant ever chose to acquire these beliefs and attitudes; they were imposed upon young white beings through a process of conditioning which was both emotionally painful and harmful. Thus, as an ideology, racism is both imposed misinformation and enforced ignorance.

5. Because racism is both engendered by and recycled through the various institutions of this society, young people of color also grow up with imposed misinformation about themselves as individuals, about their cultures, and about the cultures of other people of color. For purposes of clarity it is helpful to use the concept of "internalized racism" or internalized oppression" to describe the misinformation that people of color have about themselves and each other. *The purpose of this concept is to point out that this misinformation is a consequence of the oppression of people of color rather than an inherent feature of their cultures.*

6. The term "reverse racism" is sometimes used, inappropriately, to describe negative attitudes or misinformation that people of color may have about whites. The term "reverse racism" tends to obscure the fundamental characteristic of racism, namely its dependence upon an institutionalized and self-perpetuating power imbalance in the social structure. Usage of the term "reverse racism:" tends to foster the illusion that there is no power imbalance in society and that racism is simply a matter of prejudice or misinformation. Since racism is a consequence of an imbalance in economic, social and political power, a conception of racism which ignores this fact will seriously hamper any efforts to do away with racism.

Jean Monroe

ETHNIC IDENTITY EXERCISE

Fill in the blanks in each item below from your own background. Some of these issues you may not have thought about before; even so, make a choice and fill in the blank as best you can for this exercise. **THIS IS NOT A TEST, THERE IS NO WRONG ANSWER.**

1. I was born in ____________________, ____________________, ____________________.
   Country State City

2. I am a member of the ________________________ race.

3. My ancestors originated in ____________________ .
   Country

4. I belong to the ______________________ religion.

5. I speak and/or understand ________________ ____________________ and ____________________ language(s).

6. I am in the ________________ class in the United States.

7. The one thing that I feel that people need to know or understand about my cultural group is____
   ____
   ____

8. The one cultural thing that I want people to know or understand about me is
   ____
   ____

DRAFT

Designing Pro-Diversity / Anti-Bias Education Training

Phases of Development in the Journey to Pro-Diversity / Anti-Bias Identity and Practice

These phases of development are based on years of observing what happens to adults when they engage in anti-racism training.
The responses described below consistently emerged as themes / patterns. Every person does not necessarily experience all of them but it is highly likely that everyone experiences at least some of them.
We believe these patterns are related to what institutional racism does to people.

STAGE I - In the Beginning

Whites

- Lack of awareness
- Lack of knowledge / information
- Denial
- Color blind
- Individualism
- No sense of personal responsibility
- Defensiveness

People of Color

- Assimilation / Cultural Alienation
- Denial *(I don't experience racism)*
- Defensiveness *(don't rock the boat)*
- Hopelessness / Depression)

STAGE II - Disequilibrium and Struggle

Whites

- Beginning to face realities of institutional racism
- Beginning to face realities of one's own participation and being absorbed by feeling pain, sorrow, guilt, shame, anger, and letting these emotions rule
- Projection of blame (e.g., *blaming the messenger*)
- Re-examination of white identity and don't like being white
- Demanding people of color tell them what to do: not yet taking responsibility for change

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People of Color

- Re-awakening / sharpening of conflicts caused by racism
- Opening up old wounds
- Anger / Rage, letting these emotions take over
- Awareness of internalized oppression (grief and guilt)
- Re-examination of group identity
- Immersion in own group
- Re-examination of role as an activist
- Frustration with Whites and slow pace of change

STAGE III- Re-Organization / Transformation: Reconstructing New Views of Self and Society

Whites

- Working to understand the nature, dynamics, history of racism
- Beginning to accept the realities of institutional racism and of white privilege
- Constructing a paradigm shift about society
- Developing an understanding of the impact of racism on their own and others' social-psychological development
- Recognizing oneself as a cultural being
- Becoming an activist: channeling pain/ anger into productive work; taking responsibility for personal, professional, and institutional change
- Creating a "new white" identity as an anti-racist and accepting one's connection to other Whites
- Building equitable, self-reflective relationships with People of Color

People of Color

- Building understanding of the nature, dynamics, history of racism
- Building understanding of the impact of racism on people's social-psychological development
- Reclaiming of / re-integrating with one's group identity
- Increasing knowledge of one's group's history and culture
- Becoming an activist" channeling pain/anger into productive work; personal, professional, and institutional change
- Building relationships and coalitions with other People of Color
- Building relationships and coalitions with White
- Functioning biculturally

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"Adult Stages in the Tolerance and Activism Journey" MATRIX

	Objectives:			
Stages:	**1. Uncovering & examining own experiences** *(Small groups: homogeneous & mixed. Writing personal story)*	**2. Uncovering & expressing feelings** *(Dyads, journals, homogeneous small groups)*	**3. Becoming informed: current & historical realities** (*Reading, studying videos, interviewing,* & observing)	**4. Activism** *(Doing, evaluating, and doing more!)*
STAGE I **Denial, Resistance ("Deep Sleep")**	[redacted] Story-telling: naming own experiences.	[redacted] Identification of feelings through story-telling begins.	[redacted] Create cognitive dissonance, by consciousness-raising.	
STAGE II **Disequilibrium (Cognitive and Emotional)**	[redacted] Re-telling story with emotional reactions (affective context).	[redacted] Press for supporting expression of deeper feelings.	[redacted] Relate new information to personal experience.	[redacted] Begin to take risk 1-on-1 (individual activism). Uncover fears & feelings.
STAGE III **Reconstruction (Cognitive and Emotional)**	[redacted] Story-telling: analyze meaning of self in context (eg., institutional, historical, cultural).	[redacted] Pay attention to feelings as a "running thread": self-reflection & journal writing.	[redacted] Understand multiple perspectives, critical thinking, amass information, institutional & historical contexts.	[redacted] Analyze & evaluate one's activism. Create strategies. Collective activism, & for institutional impact.

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One activity that was designed to determine a personal definition of culture has been productive. When the participants come back from lunch the following sentence stems have been written, individually on large sheets of paper, and placed around the room. A marking pen has also been placed beside each one.

Culture : consists of
gives
provides
is
determines
manifests itself
imposes
comes from

The facilitator explains that this is a "cultural relay" and the task requires each participant, in turn, to:

* respond to each sentence stem twice, but not at the same time.
* use the whole paper.
* not repeat any single term already included.
* not lay the pen down, but pass it to a new person.

Once this process has been completed the participants must write their own definition of "*Culture*" by reviewing all the content that has emerged on the charts. Examples of the participants definitions include the following:

Culture is a rainbow of possibilities that impacts everyone. It provides a connection to one's roots and determines one's perceptions of reality - their values, attitudes and beliefs about the world they live in. Gloria Taylor

Culture is traditions through rites of passage with values that shape our individuality and our view of the world that helps us appreciate the diversity of the world's population through our social interactions. Unknown author

Culture is the history and traditions of family and the beliefs and values they instill which create diversity among people and make us different. Unknown author

The final example was shared at the Santa Rosa Institute. The author explained that after she had written her definition she began to think of the impact it had if she changed the focus from one of a clinical nature to a personal one. She further stated that this experience was very emotional for her and brought home the importance of understanding the very personal aspect of culture on the individual. Below I've recorded both versions emphasizing the changes in the second version:

Culture is values, attitudes, and beliefs. It provides a framework of identity; it is a way of living. Dreams for the future are found within culture. It gives strength and allows each individual a right to live to their fullest potential.

Culture is **my** values, attitudes, and beliefs. It provides a framework of identity; **it is the way I live**. **My** dreams for the future are found within **my** culture. **My culture** gives **me** strength and allows **me the** right to live to **my** fullest potential. Joni Remington.

BIAS	•Preference or inclination that inhibits impartial judgment; prejudice. •To cause to have a prejudiced view; to prejudice or influence. (The American Heritage Dictionary) • is a set of rigid and unfavorable attitudes toward a particular group or groups that is formed in disregard of facts. •The prejudiced individual responds to perceived members of these groups on the basis of his or her preconceptions, tending to disregard behavior or personal characteristics that are inconsistent with his or her biases. (James Banks, *Teaching Strategies For Ethnic Studies -third edition)*
PREJUDICE	•is a form of thinking in which a person reaches conclusions that are in conflict with the facts, because she prejudges them. •Prejudice can exist with respect to almost anything, and varies in intensity from moderate distortion to complete delusion. (The World Book Encyclopedia) •Having a preconceived judgment or opinion without accurate knowledge or reason; •an irrational attitude against a group of people and their characteristics. (Stacey York, *Roots and Wings*)
PREFERENCE	•the selecting of someone or something over another or others. (The American Heritage Dictionary)

Project Access
Yuba College
Friday, March 31, 1995

Activity #1: Assumptions and Stereotypes

We all make assumptions and have some stereotypes about certain groups in our society. We'd like to try an activity to help us recognize some of these assumptions, and how subtle these biases and attitudes can be.

Charts - List +'s and -'s of each:

1) Common Reference Group - POLITICIANS
2) Group we're all familiar with - TEACHERS OF YOUNG CHILDREN
3) Group that society has biases about - BLACK MALE TEENAGER

Follow-up questions:

- What do we learn from this?
- In what ways are these stereotypes true, or untrue, of the groups?
- What would be some ways for someone to learn about your group?

(How do we share the positive images?)

Activity #2: Defenses against Racial Awareness

- As we learn about diversity issues and how different people live and act, we may set up personal defenses, or reasons why we may have a harder time accepting certain characteristics or abilities of people different from ourselves. We also do this with children when we try to recognize, or ignore, if they are being prejudiced, or discriminating to one another.
- In groups of 3, identify examples of these defenses (handout).
- Share these examples in full group.

Activity #3: Privilege and Power

- Power plays an important role in racism. A distinction between prejudice and racism is the power. This power is allowed to happen within our society in many ways. Privilege allows people, person, to treat others that are different from themselves, in certain ways.
- Think about examples of how our society allows privileges for specific groups. (i.e., males, able-bodied persons, young people, Christian, etc.)
- Individually, do Exercise on Privilege.
- Share feelings, thoughts, observations as whole group.

JIGSAW DIRECTIONS

1. Read the information available in your group.

2. Discuss with other participants. Be sure you come to consensus on all aspects of the material presented.

3. Prepare a visual presentation on the material. All group members must participate in presentation.

4. Include at least three main characteristics of the material using personal examples when applicable.

Begin ____________ Finish ____________
(hour - minute)

Jigsaw Articles

I chose 5 articles, and explained how to "jigsaw." Each person chose an article to present to the group at the next meeting. My only instructions were to present the ideas they thought were most important. The articles included:

Cummins, Jim, "Empowering Minority Students: A Framework for Intervention"

Delpit, Lisa D., "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children"

Gilligan, Carol, *In A Different Voice*, "Woman's Place in Man's Life Cycle"

Hooks, Bell, "Transformative Pedagogy and Multiculturism"

Tatum, Beverly Daniel, "Talking About Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom"

I used these articles to get people to engage our topic and as a foundation for discussion.

· Best Practices

White Privilege: Unpacking the Invisable Knapsack
by Peggy McIntosh

Facilitator summarizes page 1.
Go around group/circle. Have each group member read one of the situations. Continue until all 26 ~~one~~ have been read.

Open discussion . . . .

Phases of Development in the Journey to Pro-Diversity / Anti-Bias Identy & Practice — (Kuster, Brady, Derman-Sparks)

Read & discuss ---- (stress that there is a pendulum effect)

White Privilege: Unpacking the Invisible Knapsack

(reprinted and retyped from *Peace and Freedom*, July/August 1989, and *Creation Spirituality*, January/February 1992))

by Peggy McIntosh

Peggy McIntosh is Associate Director of the Wellesley College Center for Research on Women. This essay is excerpted from her working paper 189, " White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," copyright @ 1988 by Peggy McIntosh. Available for $5.00. from address below. The paper includes a longer list of privileges Permission to excerpt or reprint must be obtained from Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; (617) 431-1453.

Through work to bring materials from Women's Studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials which amount to taboos surround the subject of advantages which men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege which was similarly denied and protected. As a white person, I realized I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what is it like to have white privilege. I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Describing white privilege makes one newly accountable. As we in Women's Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are justly seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague, Elizabeth Minnich, has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us."

I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group.

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions which, I think in my case, attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographical location, though of course all these other factors are intricately intertwined. As far as I can see, my African American co-workers, friends and acquaintances with whom I come into daily or frequent contact, in this particular time, place, and in this line of work, cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.

2. If I should need to move, I can pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.

6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

7. I can be sure that my children will be given curricular materials that testify to the existence of their race.

8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.

9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.

10. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.

11. I can arrange to protect my children most of the time from people who might not like them.

12. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

13. I can speak in public to a powerful male group without putting my race on trial.

14. I can do well in a challenging situation without being called a credit to my race.

15. I am never asked to speak for all the people of my racial group.

16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

18. I can be pretty sure that if I ask to talk to "the person in charge," I will be facing a person of my race.

19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.

20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.

21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated out-of-place, outnumbered, unheard, held at a distance, or feared.

22. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.

23. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

24. I can be sure that if I need legal or medical help, my race will not work against me.

25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.

26. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience which I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions which were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I was among those who could control the turf. *My skin color was an asset for any move I was educated to want to make. I* could think of myself as belonging in major ways, and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made inconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

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For this reason, the word "privilege" now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work to systematically overempower certain groups. Such privilege simply *confers dominance* because of one's race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systemically. Power from unearned privilege can look like strength when it is, in fact, permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages which we can work to spread, and negative types of advantages which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally it is an *unearned entitlement*. At present, since only a few have it, it is an *unearned advantage* for them. This paper results from a process of coming to see that some of the power which I originally saw as attendant on being a human being in the U.S. consisted in *unearned advantage and conferred dominance*.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance and if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the U.S. think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantaging associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the members of the Combahee River Collective in the "Black Feminist Statement" of 1977 continues to remind us eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms which as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts or meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

The question is: "Having described white privilege, what will I do to end it?"

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. But a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these taboo subjects. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that *systems* of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power, and serves to keep power in the hands of the same groups that have most of it already.

Though systemic change takes many decades, there are pressing questions for me and, I imagine, for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily-awarded power to try to reconstruct power systems on a broader base. •

Stopping Bias in its Tracks

An intensive course equips child care workers for a crucial mission: to teach a new generation to understand and combat prejudice

by Laurie Olsen and Nina Mullen

A little girl runs toward the swings, braids flying, but stops short. Two boys perched on the structure taunt, "No girls on the tire swing! You can't play here."

Two young friends in the play corner prepare to play house. The taller girl, standing sturdily with her hands on her hips, insists to the one in the wheelchair, "You'll have to be the baby because you can't walk."

A four-year-old boy, new to the day care center, shrinks against the blonde, rosy-faced teacher leading him on a grand tour. A Latina teacher has just greeted him with a Spanish accent. "I don't like her," the boy says. "She talks funny. Tell her to go away."

Three preschoolers race around making war whoops and pretending to scalp the other children. They insist to their inquiring teacher that this is how real Indians behave. They know, because they just saw "Peter Pan."

These kinds of incidents occur every day in early childhood programs. They are examples of "preprejudice," the seeds that for young children may bloom into real racism and sexism through societal reinforcement—or become internalized by children in the form of shame and self-hatred as they grow, says Julie Olsen Edwards, a Santa Cruz educator.

Edwards is among a vanguard of teachers dedicated to helping transform children's budding prejudices into appreciation for humankind's differences. She teaches Cabrillo Community College's Anti-Bias Curriculum course, structured for people who work with young children. Edwards and other teachers in a growing number of institutions as far-flung as Santa Barbara City College, Michigan State University, and the University of Minnesota use this innovative program, pioneered by Louise Derman-Sparks, an expert in diversity and social justice. A multi-cultural team of educators led by Derman-Sparks, a faculty member at Pacific Oaks College in Southern California, wrote one of the texts used in Edwards' course. The book, *Anti-Bias Curriculum: Tools for Empowering Young Children*, has sold more than 49,000 copies since its publication in 1989 by the National Association for the Education of Young Children.

The Anti-Bias course's basic premise is that very young children absorb society's spoken and unspoken biases against people of different skin tones, cultures and lifestyles. An essential role of early childhood education should be, then, to help children talk about and understand the differences among people, to develop the skills for naming prejudice when it occurs, and to gain the strength to stand up for oneself and others in the face of injustice.

Last spring[1] thirty four students, aged 17 to 54, enrolled in Edwards' class, which meets no state credential or community college graduation requirements. All the students were working with youngsters from various cultures in myriad child care, early childhood education, and children's services settings. Many of the students had children of their own. Coming to school one night a week and for a full-day Saturday workshop required major effort. The normal dropout rate in community college courses is about 40%. Only two people dropped this course, which was being taught at Cabrillo for the first time ever.

Identifying Our Own Cultures First

The course began in a highly personal manner—focusing on the students rather than on children. All class members identified their own cultures—their individual ethnicities, religions, socioeconomic classes, etc. As the students struggled through the intense process of arriving at definitions of personal culture, Edwards drew them out.

Said one woman, "I don't have any ethnicity really. There's not much in my background worth mentioning."

"Well, where did you grow up?" Edwards queried.

"Just in a White family of southern racist bigots. That's why I moved out here to California, to get away from them," the student responded disparagingly. Recognizing the pain in that statement, the teacher encouraged the student to talk more. "It's hard to cut yourself off from family," Edwards said. "What was there in your background that built that kind of strength and sense of self?"

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[1] This article originally appeared in the Fall 1991 issue of California Perspectives. We are reprinting it due to popular demand.

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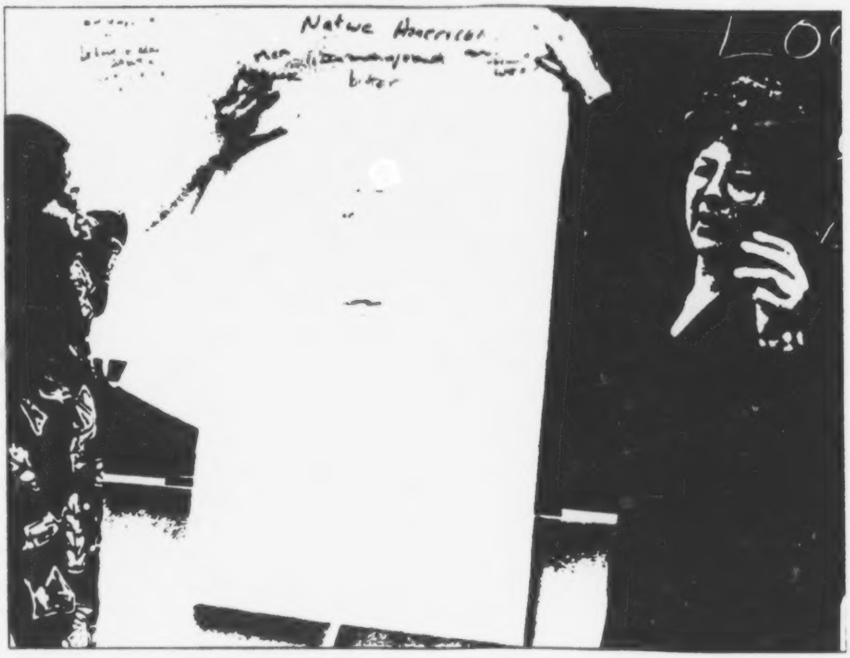

Kim Sakamoto Steidl and Julie Edwards, the instructors, lead an activity with student generated lists of stereotypes. Edwards asks, "Where did we learn these lies?"

After several minutes, the student declared with pride, "I guess I am truly my grandmother's granddaughter! She was an amazing woman. A strong, stubborn Southern woman. In the midst of that narrowness and bigotry, she taught me to act on my own convictions and to strike out on my own."

Such an exercise is crucial, Edwards said, because an anti-bias curriculum for children must begin with an anti-bias curriculum for adults. "When an adult works with a young child, in many ways the adult is the curriculum. There is no way to work with children without the basic messages of what you teach coming from who you are as a human being. Without deep pride in your own heritage, you'll be unable to help children develop pride and self-esteem. So in my course we have to explore ourselves—our own experiences and biases and fears—on an intellectual and emotional level. I try to personalize for each of my students the concepts of ethnicity, of culture and gender, and of prejudice and pride.

"Dealing with such issues can be 'heavy material,'" Edwards added. "But the students are committed to the kids they teach, and truly want to keep another generation of children from growing up hurt by prejudice. I really admire that commitment, and it keeps the students going through the very difficult consciousness-raising stage in the first weeks of this course."

Edwards tries to model what she hopes her students will learn to do with the children they teach: to help them feel connected to their families and pasts, to build a sense of identity and pride, and to use that awareness to build positive concepts of others' ethnicity, identity, class and culture.

Edwards recognizes that her course needs to be as concrete and pragmatic as possible so that students can transfer classroom learning directly into their work with children. The term project in this course is not a paper, it is a curriculum. Students not only listen to Edwards lecture on California's diversity, but they also learn how to create puzzles and laminated books with those positive and diverse images. They learn, too, about the social conditions of California's children, and how to discuss key issues sensitively with their young charges.

Faces of Diversity

In the second week, the class witnessed the beauty of diversity through the first of many group projects. Students wandered into the classroom straight from work, eating dinners from brown bags and fast food restaurants. They spread huge sheets of butcher paper across the floor. Edwards had asked the class to bring in pictures of faces they were drawn to—one of a person from their own culture or ethnic group, and one from another group.

Somewhat self-consciously, students began gluing pictures to their own section of paper. As the collage took shape, lively conversation broke out. The students, oohing and aahing and remarking on images the others had chosen, began to help shape each other's work. A student reached across to glue an image of a white-bearded Mediterranean man next to a laughing Tibetan infant. Another posed a picture of a strikingly beautiful, thin African-American model in designer clothing next to an Irish grandfather cradling a baby. Many brought snapshots of their own family members. As the group relaxed, students identified these family faces to each other.

Edwards was satisfied. The activity had engaged students with one another—and in the activity of really looking at and appreciating the varieties of the human face. Furthermore, building collages is an activity students can do equally

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well with their preschoolers. The completed collage would hang in the class all semester long, a reminder of the real human diversity in the world outside.

Later in the course, students wrote about their own cultural heritage. They were to include a story from their family history that demonstrated resistance to societal oppression, whether it caused family members to suffer for their ethnicity, language or culture—or turned them into oppressors of others. Every family has such a story, Edwards said, and uncovering that knowledge helps students to understand systemic oppression, a formidable force with which they will grapple during the semester.

The Nature of Systemic Oppression

Systemic oppression, according to Edwards, is how one power group dominates another through direct control and pervasive misinformation about race, ethnicity or other aspects of the target group. Edwards tried to distinguish between systemic oppression and the kind of human hurts that occur between any two people. She contrasted an African-American child, teased because her hair is nappy, to a blond child, teased because her hair is colorless. Both children feel hurt by the ridicule. But for the African-American child, the whole world echoes the message that her hair, her person, is unacceptable. The books she sees in the library, the billboards, the television commercials, seldom show girls with nappy hair. Rather, they extol the virtues of loose, long and light-colored hair. The African-American child internalizes those messages and begs her mother to spend hours trying to straighten her "ugly" hair.

To further illuminate the concept of systemic oppression, Edwards introduced Uri Bronfenbrenner's ecological model of child development, which teaches, essentially, that children are raised by society as well as by their parents. This is an important message—that parents are not wholly responsible for what their children learn and how they develop. Societal socialization is strong, and one of its key components is the attachment of meaning and position to specific racial, gender, class or cultural groups. And everyone, she stressed, has been on both the oppressor and target sides of systemic oppression.

Edwards, well aware that the heady nature of this material can easily become lost in rhetoric, immediately organized the class for another activity that has become a common feature of workshops on race and prejudice. She drew an imaginary line down the center of the classroom. Pushing chairs aside, she named one side of the room the "Target Population." Students were instructed to move to one side or the other, depending on whether they had been targeted by the systemic oppressions she named.

"People of color." Two people moved across the line. "Women." Most of the class now shifted sides.

"Those whose first language is other than English."

"People with physical disabilities including obesity."

"People under age 18." "People over 50." "People who grew up in families where parents worked with their hands for a living."

As students moved back and forth across the line, the emotion in the room was palpable. Students were shaken—some by the public acknowledgment of being a target of prejudice, some by the pain of seeing themselves on the side of oppressors.

Later, in pairs, students had the chance to react. Then Edwards asked the class, "What did this exercise feel like to you? What was it like to be on the target population side? On the other side? What memories were engendered? What did you learn?" "I was shocked when you called out, 'People who are Jewish,'" one student said. "You should never ask Jews to stand out of line alone." The pain of the Holocaust spilled forth in the agony of her voice.

Another protested, "Why did the fact that my father worked with his hands mean I was a target group? I didn't belong over there the same way those other groups did."

Said another still: "I hated being in the non-target group. I never have hurt anyone. I don't like being blamed for what others have done. It seemed like looking across that line that I was to blame."

And a fourth proclaimed, "It was amazing to move back and forth, and to realize that I can be on either side and still be the same person. It's not a matter of being a good person or a bad person. I realized that we all have experiences on both sides. It really helped me feel less guilty."

The discussion turned to the difference between blame and guilt on the one hand, and responsibility on the other. Edwards insisted that the point was not to feel guilty, but to recognize and take responsibility for changing the systemic nature of oppression. She asserted that few people willingly or knowingly oppress others. Feeling guilty because one is in a group that reaps the privileges of others who are oppressed changes nothing. Action does. Recognizing how oppression works, acknowledging one's privileges, and then making a decision to change the system of oppression—that is taking responsibility.

Next, Edwards attempted to shed light on the methods of systemic oppression. The class broke into six groups. "You are being sent to Mars with 10,000 other Earthlings," Edwards said. "There are 200,000 Martians. They are green, although they look generally like us (two eyes, a nose, a mouth, two legs, etc.) We can interbreed. You, as Earthlings, are outnumbered 20 to 1, but your job is to maintain control of the

Martians and of their planet. You have to get the Martians to capitulate, because force alone clearly won't do it."

Then she asked the groups to select one area—education, housing, health care, justice, economics, the media—and to design the system so that Earthlings would be able to maintain control.

For fifteen minutes, the groups wrote plans on large sheets of paper mounted around the room. Silence filled the room as students read one plan after another. A housing system advertised as available to everyone, but priced so that only those with Earthling salaries can buy houses. A school system that teaches only the history of Earth and ignores Mars. An educational hierarchy that selects a few Martians who look and act the most like Earthlings and gives them rewards, but punishes the other Martians for speaking their own language.

One student finally ventured, "I feel so terrible." Another said she hated the exercise. "Why?" Edwards asked. "I don't like to know that we all knew how to design this kind of system," the student replied. "How do you know?" Edwards pressed on. In a low voice, the student answered, "Because that's the way the world really is."

Edwards sympathized. "It is frightening and painful to realize how deep in all of us runs the knowledge of how oppression works," she said. People learn to feel ashamed of their accents, hair, or other signs of belonging to a target group—or many become blinded to the reality of their own privilege and to the pain of the target groups to which they don't belong.

"We become distanced from people and live with fear about them," Edwards said—fear that can rage into overt hatred, violence and attempts to control other groups. "But none of us were born with that knowledge and misinformation. It is learned behavior," she persisted, "and we can take responsibility for changing it."

What Children See in Their World

Students were also asked to focus on what children are being taught about the nature of human experience by performing one of the following exercises:

1. Watch three hours of children's television. Tally how many males, females, people of color, and people with disabilities you see. Note the status and character assigned to each type.
2. Look through the children's section at a local video store. Tally the main characters according to sex, race, and disabilities.
3. See any movie advertised as a children's film. Evaluate the covert and overt messages about males and females, people of color, and people with disabilities.
4. Go to the children's section of a library or bookstore. List all the books you can find with Hispanic-American children in them.
5. Analyze your own classroom's physical environment—the dolls, books, pictures on the walls. Remember absence is also a message. What does your classroom teach children?

Students stormed into the next class outraged. "I couldn't believe it! I have been watching Saturday morning cartoons for years, and I never noticed how awful it is for girls!" "I can't believe it, with all the Hispanic kids in this county, I only found three young children's books in the whole library that had Hispanics in them." "I ended up getting angry at the manager of the video store about the selection that was there. I came back later and apologized and we had a good conversation."

Claudia, a family day care home provider, had chosen to analyze her own program's physical environment. She was shocked by what she found, and asked the children in her care to look at the pictures on the wall with her. "Something is wrong with the pictures on our wall," she explained. "Help me figure out what's wrong. In what ways do these pictures show children the way they really are, and in what ways don't they?"

The children piped in immediately. "No one is going to the bathroom," declared one child, sending the group into gales of appreciative laughter. "No one has my skin color." "None of those kids have holes in their knees." After a litany of recognizing what was missing, the children went through a pile of magazines and made a collage. They labeled it "What kids really look like" and proudly took turns taking it home to show their families.

In Edwards' class, students are assigned to bring in age-appropriate children's books depicting each target group discussed, for example, children in working-class homes, or children in families that are not the traditional nuclear model. For the first few minutes of each class, the students placed chairs in a big circle and mounted the books they had brought. During the semester, the class developed a bibliography of children's books that speak to the diversity of human experience.

The next seven sessions were each devoted to a specific kind of oppression and its impact on children: racism, ethnocentrism, the power of language and culture, bilingual and bicultural children, class, family structure, "Holy Days, Holidays, Wholly-dazed," or "Curriculum in a world of religious diversity." Readings and lectures provided a conceptual framework for exploring these issues.

For each topic introduced to the class, a representative panel visited—including biracial people, Jews, people with physical disabilities, and people who grew up in homes where English was not the family language. Each panel was asked a standard series of questions:

1. What was wonderful for you about growing up Mexican American (or with a physical disability, or as an immigrant child, or as a Muslim, etc.)?
2. What was hard for you?
3. How did your schools hurt or help your sense of yourself as a Mexican-American? Buddhist? Etc.?
4. What is one thing you never want to hear again?
5. If child care workers or teachers wanted to be allies to your children or to the child you were, what would they need to do?

Unanimously, students spoke of the power of these panels. Cap, one of the three men in the class, is an intern at the Cabrillo Child Development Center. Through the post-panel discussions, he said, he and his classmates learned to take personal risks by discussing issues that people fear will alienate or anger others. "I can begin to define what came up for me after listening to the panels and to share it with just one other person," he said. "It changes from a passing thought to something more concrete."

Sometimes he was surprised by his own reactions. One panel prompted him to remember a Jewish family from his youth. "I was good friends with the son after school, but not in school," he said. "I acted different towards him at school. I felt guilty. This class brings that stuff up."

Four Steps for Fighting Bias

In talking about bias and diversity, students also share their strategies for dealing with children. One session, for example, focused on different family structures: gay and lesbian families, families of divorce, foster families, blended families and communal families. "There is no one universal form," Edwards commented. "In a diverse society, the job of the teacher is to help children understand that spectrum of diversity and to feel a sense of dignity about their own family arrangement."

One of the younger students in the class sheepishly raised her hand. "I think I just blew it. I just sent out a bunch of letters to my kids' parents, and I just assumed it should be to 'Mr. and Mrs. So and So'. I'm not sure what I should have done." Another student offered, "How about, 'to the Family of X'?" Edwards pulled out a book, *Irene's Idea*, about a young girl who doesn't want to go to school because it is Father's Day, and everyone will make cards. But Irene doesn't have a father. She decides to go to school and make a card that says how happy she is to have a mother and a sister and a cat. Edwards asked her students to talk about what they do in their children's programs on Mother's and Father's Days. The class constructed on the chalkboard the four steps of an anti-bias curriculum as relates to this problem:

Step 1: Help children develop a solid sense of self-esteem and self-awareness. Help each child make a card appropriate to his or her own family situation.

Step 2: Help children recognize and name the diversity in human experience, and attain an accurate knowledge of human difference. Talk about the different kinds of families that exist. Read a book such as *Irene's Idea*.

Step 3: Develop the ability to recognize injustice, both overt and covert. Show children a collection of Hallmark "Father's Day" cards. Ask them "What is wrong with these cards? Are they for all families?" Bring out multicultural "Persona" dolls and imagine the different kinds of families they might have. Ask the children to discuss what kinds of cards each doll might make.

Step 4: Develop a sense of empowerment, and the skills to act alone or with others against injustice. Brainstorm with children for a new name for Father's Day which might be more appropriate to all families, for example, "People Who Love Us Day." Assist the children in writing a letter to a card company with their suggestions.

Often, appropriate teaching materials for an anti-bias approach don't exist. So, it becomes each teacher's responsibility to make them—skills that are taught in the course during a daylong Saturday workshop.

Making books, dolls, and collages is important to giving the class a sense of being able to do something. "The easier task for me is getting my students to see ways to support children's sense of identity and pride," Edwards said. "The much harder task is helping my students figure out how to intervene. What to do when an Anglo child says her skin is 'regular' color. What to say when an Hispanic child says his skin is White or Black. How to address misinformation which builds and perpetuates stereotypes. How to help boys who exclude girls from the tire swing, and children who believe war whoops are how Indians behave. We do a lot of problem solving in our class. But I constantly think about how to do it more effectively."

The last stage in the anti-bias approach is empowerment. Effective early childhood education pedagogy includes really listening to children, encouraging them to speak up, giving them language that allows them to describe their feelings,

Somber listening

and helping them to analyze issues and solve problems. "It is important we help children think about what they hear and not just accept everything as fact," Edwards said. "We need to give them tools for asking questions, and provide a lot of adult support when they take stands on issues of fairness and accuracy."

Fortunately for Edwards, her entire department supports her course, often offering lively and collegial input when she solicits advice. It is a department that for 20 years has been actively committed to curbing biases. Collaboration is essential—and isolation deadly—Edwards said, because the class deals with such hard, emotional issues. "It's scary as a teacher to do things that may be painful for my students, or that they might resist. I constantly worry about whether and how I can move them to a positive place of feeling confident and able to move forward."

It is impossible to teach such a course without making mistakes, she acknowledged. "If I waited until I felt 'safe' dealing with issues of racism and culture and gender and class with my students, I would never get around to teaching the course. I need people around me who understand what I'm trying to do, to help me laugh at my mistakes and brainstorm new ways to do things."

She also understands that her students will need support as they implement an anti-bias approach. The last two sessions focus on helping them begin their own anti-bias programs: "Parents and Staff: Making Changes Together" and "Getting Started, Keeping Going."

At the end of the course, elementary school teacher's aide Sue Kissell spoke with Edwards about how the class had affected her. She talked about finding books that portray diversity. Kissell had been the only person all year long to check out a school library book on Black inventors. One day, she overheard a fourth-grade teacher planning a lesson on inventions. When Kissell suggested the book on Black inventors, the teacher said she did not need it. "I was upset," Kissell said. "I realized that this was an example of misinformation by omission. So I went down to the library and got the book out for her, and showed her what a neat book it was and all the wonderful inventions in it.

"This is something I wouldn't have done before, to get involved that way, to see it as so important that there be images of Black inventors," she added. But her new perspective—and the impact it will have on children—is really what the course is all about. "I'm not a political person, and I never thought of myself as an activist, or at least I didn't used to be," Kissell said. "But I find myself changing. It's clearer to me that I need to do certain things."

Editor's Note:

Cabrillo's "Anti-Bias Curriculum" course is being taught in the Fall of 1994 for the fifth time. It is now a requirement for the college's Early Childhood Education Certificate, and continues to draw large audiences. Students completing the class have brought information back to the children's centers where they work, which has given rise to regular staff training sessions and parent education programs on the topic. The course has continued to evolve since its inception, and is now being co-taught by Edwards with Kim Sakamoto Steidl.

Laurie Olsen is co-director of California Tomorrow. Nina Mullen, former project coordinator for California Tomorrow, is a board member of Refugee Transitions in San Francisco.

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FROM RITES OF PASSAGE, JOANNE GREENBERG

7

And Sarah Laughed

SHE WENT TO THE WINDOW EVERY fifteen minutes to see if they were coming. They would be taking the new highway cutoff; it would bring them past the south side of the farm; past the unused, dilapidated outbuildings instead of the orchards and fields that were now full and green. It would look like a poor place to the new bride. Her first impression of their farm would be of age and bleached-out, dried-out buildings on which the doors hung open like a row of gaping mouths that said nothing.

All day, Sarah had gone about her work clumsy with eagerness and hesitant with dread, picking up utensils to forget them in holding, finding them two minutes later a surprise in her hand. She had been planning and working ever since Abel wrote to them from Chicago that he was coming home with a wife. Everything should have been clean and orderly. She wanted the bride to know as soon as she walked inside what kind of woman Abel's mother was—to feel, without a word having to be said, the house's dignity, honesty, simplicity, and love. But the spring cleaning had been late, and Alma Yoder had gotten sick—Sarah had had to go over to the Yoders and help out.

Now she looked around and saw that it was no use trying to have everything ready in time. Abel and his bride would be coming any minute. If she didn't want to get caught shedding tears of frustration, she'd better get herself under control. She stepped over

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the pile of clothes still unsorted for the laundry and went out on the back porch.

The sky was blue and silent, but as she watched, a bird passed over the fields crying. The garden spread out before her, displaying its varying greens. Beyond it, along the creek, there was a row of poplars. It always calmed her to look at them. She looked today. She and Matthew had planted those trees. They stood thirty feet high now, stately as figures in a procession. Once—only once and many years ago—she had tried to describe in words the sounds that the wind made as it combed those trees on its way west. The little boy to whom she had spoken was a grown man now, and he was bringing home a wife. *Married*. . . .

Ever since he had written to tell them he was coming with his bride, Sarah had been going back in her mind to the days when she and Matthew were bride and groom and then mother and father. Until now, it hadn't seemed so long ago. Her life had flowed on past her, blurring the early days with Matthew when this farm was strange and new to her and when the silence of it was sharp and bitter like pain, not dulled and familiar like an echo of old age.

Matthew hadn't changed much. He was a tall, lean man, but he had had a boy's spareness then. She remembered how his smile came, wavered and went uncertainly, but how his eyes had never left her. He followed everything with his eyes. Matthew had always been a silent man; his face was expressionless and his body stiff with reticence, but his eyes had sought her out eagerly and held her and she had been warm in his look.

Sarah and Matthew had always known each other—their families had been neighbors. Sarah was a plain girl, a serious "decent" girl. Not many of the young men asked her out, and when Matthew did and did again, her parents had been pleased. Her father told her that Matthew was a good man, as steady as any woman could want. He came from honest, hard-working people and he would prosper any farm he had. Her mother spoke shyly of how his eyes woke when Sarah came into the room, and how they followed her. If she married him, her life would be full of the things she knew and loved, an easy, familiar world with her parents' farm not two miles down the road. But no one wanted to mention the one thing that worried Sarah: the fact that Matthew was deaf. It was what stopped

her from saying yes right away; she loved him, but she was worried about his deafness. The things she feared about it were the practical things: a fall or a fire when he wouldn't hear her cry for help. Only long after she had put those fears aside and moved the scant two miles into his different world, did she realize that the things she had feared were the wrong things.

Now they had been married for twenty-five years. It was a good marriage—good enough. Matthew was generous, strong, and loving. The farm prospered. His silence made him seem more patient, and because she became more silent also, their neighbors saw in them the dignity and strength of two people who do not rail against misfortune, who were beyond trivial talk and gossip; whose lives needed no words. Over the years of help given and meetings attended, people noticed how little they needed to say. Only Sarah's friend Luita knew that in the beginning, when they were first married, they had written yearning notes to each other. But Luita didn't know that the notes also were mute. Sarah had never shown them to anyone, although she kept them all, and sometimes she would go up and get the box out of her closet and read them over. She had saved every scrap, from questions about the eggs to the tattered note he had left beside his plate on their first anniversary. He had written it when she was busy at the stove and then he'd gone out and she hadn't seen it until she cleared the table.

The note said: "I love you derest wife Sarah. I pray you have happy day all day your life."

When she wanted to tell him something, she spoke to him slowly, facing him, and he took the words as they formed on her lips. His speaking voice was thick and hard to understand and he perceived that it was unpleasant. He didn't like to use it. When he had to say something, he used his odd, grunting tone, and she came to understand what he said. If she ever hungered for laughter from him or the little meaningless talk that confirms existence and affection, she told herself angrily that Matthew talked through his work. Words die in the air; they can be turned one way or another, but Matthew's work prayed and laughed for him. He took good care of her and the boys, and they idolized him. Surely that counted more than all the words—words that meant and didn't mean—behind which people could hide.

Over the years she seldom noticed her own increasing silence, and there were times when his tenderness, which was always given without words, seemed to her to make his silence beautiful.

She thought of the morning she had come downstairs feeling heavy and off balance with her first pregnancy—with Abel. She had gone to the kitchen to begin the day, taking the coffeepot down and beginning to fill it when her eye caught something on the kitchen table. For a minute she looked around in confusion. They had already laid away what the baby would need: diapers, little shirts and bedding, all folded away in the drawer upstairs, but here on the table was a bounty of cloth, all planned and scrimped for and bought from careful, careful study of the catalogue—yards of patterned flannel and plissé, coat wool and bright red corduroy. Sixteen yards of yellow ribbon for bindings. Under the coat wool was cloth Matthew had chosen for her; blue with a little gray figure. It was silk, and there was a card on which was rolled precisely enough lace edging for her collar and sleeves. All the long studying and careful planning, all in silence.

She had run upstairs and thanked him and hugged him, but it was no use showing delight with words, making plans, matching cloth and figuring which pieces would be for the jacket and which for sleepers. Most wives used such fussing to tell their husbands how much they thought of their gifts. But Matthew's silence was her silence too.

When he had left to go to the orchard after breakfast that morning, she had gone to their room and stuffed her ears with cotton, trying to understand the world as it must be to him, with no sound. The cotton dulled the outside noises a little, but it only magnified all the noises in her head. Scratching her cheek caused a roar like a downpour of rain; her own voice was like thunder. She knew Matthew could not hear his own voice in his head. She could not be deaf as he was deaf. She could not know such silence ever.

So she found herself talking to the baby inside her, telling it the things she would have told Matthew, the idle daily things: Didn't Margaret Amson look peaked in town? Wasn't it a shame the drugstore had stopped stocking lump alum—her pickles wouldn't be the same.

Abel was a good baby. He had Matthew's great eyes and gentle ways. She chattered to him all day, looking forward to his growing up, when there would be confidences between them. She looked to the time when he would have his own picture of the world, and with that keen hunger and hope she had a kind of late blooming into a beauty that made people in town turn to look at her when she passed in the street holding the baby in the fine clothes she had made for him. She took Abel everywhere, and came to know a pride that was very new to her, a plain girl from a modest family who had married a neighbor boy. When they went to town, they always stopped over to see Matthew's parents and her mother.

Mama had moved to town after Pa died. Of course they had offered to have Mama come and live with them, but Sarah was glad she had gone to a little place in town, living where there were people she knew and things happening right outside her door. Sarah remembered them visiting on a certain spring day, all sitting in Mama's new front room. They sat uncomfortably in the genteel chairs, and Abel crawled around on the floor as the women talked, looking up every now and then for his father's nod of approval. After a while he went to catch the sunlight that was glancing off a crystal nut dish and scattering rainbow bands on the floor. Sarah smiled down at him. She too had a radiance, and, for the first time in her life, she knew it. She was wearing the dress she had made from Matthew's cloth—it became her and she knew that too, so she gave her joy freely as she traded news with Mama.

Suddenly they heard the fire bell ringing up on the hill. She caught Matthew's eye and mouthed, "Fire engines," pointing uphill to the firehouse. He nodded.

In the next minutes there was the strident, off-key blare as every single one of Arcadia's volunteer firemen—his car horn plugged with a matchstick and his duty before him—drove hell-bent for the firehouse in an ecstasy of bell and siren. In a minute the ding-ding-ding-ding careened in deafening, happy privilege through every red light in town.

"Big bunch of boys!" Mama laughed. "You can count two Saturdays in good weather when they don't have a fire, and that's during the hunting season!"

They laughed. Then Sarah looked down at Abel, who was still trying to catch the wonderful colors. A madhouse of bells, horns, screaming sirens had gone right past them and he hadn't cried, he hadn't looked, he hadn't turned. Sarah twisted her head sharply away and screamed to the china cats on the whatnot shelf as loud as she could, but Abel's eyes only flickered to the movement and then went back to the sun and its colors.

Mama whispered, "Oh, my dear God!"

Sarah began to cry bitterly, uncontrollably, while her husband and son looked on, confused, embarrassed, unknowing.

The silence drew itself over the seasons and the seasons layered into years. Abel was a good boy; Matthew was a good man.

Later, Rutherford, Lindsay, and Franklin Delano came. They too were silent. Hereditary nerve deafness was rare, the doctors all said. The boys might marry and produce deaf children, but it was not likely. When they started to school, the administrators and teachers told her that the boys would be taught specially to read lips and to speak. They would not be "abnormal," she was told. Nothing would show their handicap, and with training no one need know that they were deaf, But the boys seldom used their lifeless voices to call to their friends; they seldom joined games unless they were forced to join. No one but their mother understood their speech. No teacher could stop all the jumping, turning, gum-chewing schoolboys, or remember herself to face front from the blackboard to the sound-closed boys. The lip-reading exercises never seemed to make plain differences—"man," "pan," "began."

But the boys had work and pride in the farm. The seasons varied their silence with colors—crows flocked in the snowy fields in winter, and tones of golden wheat darkened across acres of summer wind. If the boys couldn't hear the bedsheets flapping on the washline, they could see and feel the autumn day. There were chores and holidays and the wheel of birth and planting, hunting, fishing, and harvest. The boys were familiar in town; nobody ever laughed at them, and when Sarah met neighbors at the store, they praised her sons with exaggerated praise, well meant, saying that no one could tell, no one could really tell unless they knew, about the boys not hearing.

Sarah wanted to cry to these kindly women that the simple orders the boys obeyed by reading her lips were not a miracle. If she could ever hear in their long-practiced robot voices a question that had to do with feelings and not facts, and answer it in words that rose beyond the daily, tangible things done or not done, *that* would be a miracle.

Her neighbors didn't know that they themselves confided to one another from a universe of hopes, a world they wanted half lost in the world that was; how often they spoke pitting inflection against meaning to soften it, harden it, make a joke of it, curse by it, bless by it. They didn't realize how they wrapped the bare words of love in gentle humor or wild insults that the loved ones knew were ways of keeping the secret of love between the speaker and the hearer. Mothers lovingly called their children crow-bait, mouse-meat, devils. They predicted dark ends for them, and the children heard the secrets beneath the words, heard them and smiled and knew, and let the love said-unsaid caress their souls. With her own bitter knowledge Sarah could only thank them for well-meaning and return to silence.

Standing on the back porch now, Sarah heard the wind in the poplars and she sighed. It was getting on to noon. Warm air was beginning to ripple the fields. Matthew would be ready for lunch soon, but she wished she could stand out under the warm sky forever and listen to birds stitching sounds into the endless silence. She found herself thinking about Abel again, and the bride. She wondered what Janice would be like. Abel had gone all the way to Chicago to be trained in drafting. He had met her there, in the school. Sarah was afraid of a girl like that. They had been married quickly, without family or friends or toasts or gifts or questions. It hinted at some kind of secret shame. It frightened her. That kind of girl was independent and she might be scornful of a dowdy mother-in-law. And the house was still a mess.

From down the road, dust was rising. Matthew must have seen it too. He came over the rise and toward the house walking faster than usual. He'd want to slick his hair down and wash up to meet the stranger his son had become. She ran inside and bundled up the unsorted laundry, ran upstairs and pulled a comb through her hair, put on a crooked dab of lipstick, banged her shin, took off her apron and saw a spot on her dress, put the apron on again and shouted a curse to all the disorder she suddenly saw around her.

Now the car was crunching up the thin gravel of the drive-way. She heard Matthew downstairs washing up, not realizing that the bride and groom were already at the house. Protect your own, she thought, and ran down to tell him. Together they went to the door and opened it, hoping that at least Abel's familiar face would comfort them.

They didn't recognize him at first, and he didn't see them. He and the tiny bride might have been alone in the world. He was walking around to open the door for her, helping her out, bringing her up the path to the house, and all the time their fingers and hands moved and spun meanings at which they smiled and laughed; they were talking somehow, painting thoughts in the air so fast with their fingers that Sarah couldn't see where one began and the other ended. She stared. The school people had always told her that such finger-talk set the deaf apart. It was abnormal; it made freaks of them. . . . How soon Abel had accepted someone else's strangeness and bad ways. She felt so dizzy she thought she was going to fall, and she was more bitterly jealous than she had ever been before.

The little bride stopped before them appealingly and in her dead, deaf-rote voice, said, "Ah-am pliizd to meet 'ou." Sarah put out her hand dumbly and it was taken and the girl's eyes shone. Matthew smiled, and this time the girl spoke and waved her hands in time to her words, and then gave Matthew her hand. So Abel had told that girl about Matthew's deafness. It had never been a secret, but Sarah felt somehow betrayed.

They had lunch, saw the farm, the other boys came home from their summer school and met Janice. Sarah put out cake and tea and showed Abel and Janice up to the room she had made ready for them, and all the time the two of them went on with love-talk in their fingers; the jokes and secrets knitted silently between them, fears told and calmed, hopes spoken and echoed in the silence of a kitchen where twenty-five years of silence had imprisoned her. Always they would stop and pull themselves back to their good manners, speaking or writing polite questions and answers for the family; but in a moment or two, the talk would flag, the urgent hunger would overcome them and they would fight it, resolutely turning their eyes to Sarah's mouth. Then the signs would creep into their fingers, and the joy of talk into their faces, and they would fall before the conquering need of their communion.

Sarah's friend Luita came the next day, in the afternoon. They sat over tea with the kitchen window open for the cool breeze and Sarah was relieved and grateful to hold to a familiar thing now that her life had suddenly become so strange to her. Luita hadn't changed at all, thank God—not the hand that waved her tea cool or the high giggle that broke into generous laughter.

"She's darling!" Luita said after Janice had been introduced, and, thankfully, had left them. Sarah didn't want to talk about her, so she agreed without enthusiasm.

Luita only smiled back. "Sarah, you'll never pass for pleased with a face like that."

"It's just—just her ways," Sarah said. "She never even wrote to us before the wedding, and now she comes in and—and changes everything. I'll be honest, Luita, I didn't want Abel to marry someone who was deaf. What did we train him for, all those special classes? . . . *not* to marry another deaf person. And she hangs on him like a wood tick all day . . ." She didn't mention the signs. She couldn't.

Luita said, "It's just somebody new in the house, that's all. She's important to you, but a stranger. Addie Purkhard felt the same way and you know what a lovely girl Velma turned out to be. It just took time. . . . She's going to have a baby, did she tell you?"

"Baby? Who?" Sarah cried, feeling cold and terrified.

"Why, *Velma*. A baby due about a month after my Dolores'."

It had never occurred to Sarah that Janice and Abel could have a baby. She wanted to stop thinking about it and she looked back at Luita whose eyes were glowing with something joyful that had to be said. Luita hadn't been able to see beyond it to the anguish of her friend.

Luita said, "You know, Sarah, things haven't been so good between Sam and me. . . ." She cleared her throat. "You know how stubborn he is. The last few weeks, it's been like a whole new start for us. I came over to tell you about it because I'm so happy, and I had to share it with you."

She looked away shyly, and Sarah pulled herself together and leaned forward, putting her hand on her friend's arm. "I'm so happy for you. What happened?"

"It started about three weeks ago—a night that neither of us could get to sleep. We hadn't been arguing; there was just that awful coldness, as if we'd both been frozen stiff. One of us started talking—just lying there in the dark. I don't even know who started, but pretty soon we were telling each other the most secret things—things we never could have said in the light. He finally told me that Dolores having a baby makes him feel old and scared. He's afraid of it, Sarah, and I never knew it, and it explains why he hates to go over and see them, and why he argues with Ken all the time. Right there beside me he told me so many things I'd forgotten or misunderstood. In the dark it's like thinking out loud—like being alone and yet together at the same time. I love him so and I came so close to forgetting it. . . ."

Sarah lay in bed and thought about Luita and Sam sharing their secrets in the dark. Maybe even now they were talking in their flower-papered upstairs room, moving against the engulfing seas of silence as if in little boats, finding each other and touching and then looking out in awe at the vastness all around them where they might have rowed alone and mute forever. She wondered if Janice and Abel fingered those signs in the dark on each other's body. She began to cry. There was that freedom, at least; other wives had to strangle their weeping.

When she was cried out, she lay in bed and counted all the good things she had: children, possessions, acres of land, respect of neighbors, the years of certainty and success. Then she conjured the little bride, and saw her standing in front of Abel's old car as she had at first—with nothing; all her virtues still unproven, all her fears still forming, and her bed in another woman's house. Against the new gold ring on the bride's finger, Sarah threw all the substance of her years to weigh for her. The balance went with the bride. It wasn't fair! The balance went with the bride because she had put that communion in the scales as well, and all the thoughts that must have been given and taken between them. It outweighed Sarah's twenty-five years of muteness; outweighed the house and barn and well-tended land, and the sleeping family keeping their silent thoughts.

The days went by. Sarah tortured herself with elaborate courtesy to Janice and politeness to the accomplice son, but she couldn't guard her own envy from herself and she found fault wherever she

looked. Now the silence of her house was throbbing with her anger. Every morning Janice would come and ask to help, but Sarah was too restless to teach her, so Janice would sit for a while waiting and then get up and go outside to look for Abel. Then Sarah would decide to make coleslaw and sit with the chopping bowl in her lap, smashing the chopper against the wood with a vindictive joy that she alone could hear the sounds she was making, that she alone knew how savage they were and how satisfying.

At church she would see the younger boys all clean and handsome, Matthew greeting friends, Janice demure and fragile, and Abel proud and loving, and she would feel a terrible guilt for her unreasonable anger; but back from town afterwards, and after Sunday dinner, she noticed as never before how disheveled the boys looked, how ugly their hollow voices sounded. Had Matthew always been so patient and unruffled? He was like one of his own stock, an animal, a dumb animal.

Janice kept asking to help and Sarah kept saying there wasn't time to teach her. She was amazed when Matthew, who was very fussy about his fruit, suggested to her that Janice might be able to take care of the grapes and, later, work in the orchard.

"I haven't time to teach her!"

"Ah owill teeech Ja-nuss," Abel said, and they left right after dinner in too much of a hurry.

Matthew stopped Sarah when she was clearing the table and asked why she didn't like Janice. Now it was Sarah's turn to be silent, and when Matthew insisted, Sarah finally turned on him. "You don't understand," she shouted. "You don't understand a thing!" And she saw on his face the same look of confusion she had seen that day in Mama's fussy front room when she had suddenly begun to cry and could not stop. She turned away with the plates, but suddenly his hand shot out and he struck them to the floor, and the voice he couldn't hear or control rose to an awful cry, "Ah ahm dehf! Ah ahm dehf!" Then he went out, slamming the door without the satisfaction of its sound.

If a leaf fell or a stalk sprouted in the grape arbor, Janice told it over like a set of prayers. One night at supper, Sarah saw the younger boys framing those dumb-signs of hers, and she took them outside and slapped their hands. "*We* don't do that!" she shouted at them, and to Janice later she said, "Those . . . signs you make—I know they must have taught you to do that, but out here . . . well, it isn't our way."

Janice looked back at her in a confusion for which there were no words.

It was no use raging at Janice. Before she had come there had never been anything for Sarah to be angry about. . . . What did they all expect of her? Wasn't it enough that she was left out of a world that heard and laughed without being humiliated by the love-madness they made with their hands? It was like watching them undressing.

The wind cannot be caught. Poplars may sift it, a rising bird can breast it, but it will pass by and no one can stop it. She saw the boys coming home at a dead run now, and they couldn't keep their hands from taking letters, words, and pictures from the fingers of the lovers. If they saw an eagle, caught a fish, or got scolded, they ran to their brother or his wife, and Sarah had to stand in the background and demand to be told.

One day Matthew came up to her and smiled and said, "Look." He put out his two index fingers and hooked the right down on the left, then the left down gently on the right. "Fwren," he said, "Ja-nuss say, fwren."

To Sarah there was something obscene about all those gestures, and she said, "I don't like people waving their hands around like monkeys in a zoo!" She said it very clearly so that he couldn't mistake it.

He shook his head violently and gestured as he spoke. "Mouth eat; mouth kiss, mouth tawk! Fin-ger wohk; fin-ger tawk. E-ah" (and he grabbed his ear, violently), "e-ah dehf. *Mihn,*" (and he rapped his head, violently, as if turning a terrible impatience against himself so as to spare her) "*mihn not* dehf!"

Later she went to the barn after something and she ran into Lindsay and Franklin Delano standing guiltily, and when she caught them in her eye as she turned, she saw their hands framing signs. They didn't come into the house until it was nearly dark. Was their hunger for those signs so great that only darkness could bring them home? They weren't bad boys, the kind who would do a thing just because you told them not to. Did their days have a

hunger too, or was it only the spell of the lovers, honey-honeying to shut out a world of moving mouths and silence?

At supper she looked around the table and was reassured. It could have been any farm family sitting there, respectable and quiet. A glance from the father was all that was needed to keep order or summon another helping. Their eyes were lowered, their faces composed. The hands were quiet. She smiled and went to the kitchen to fix the shortcake she had made as a surprise.

When she came back, they did not notice her immediately. They were all busy talking. Janice was telling them something and they all had their mouths ridiculously pursed with the word. Janice smiled in assent and each one showed her his sign and she smiled at each one and nodded, and the signers turned to one another in their joy, accepting and begging acceptance. Then they saw Sarah standing there; the hands came down, the faces faded.

She took the dinner plates away and brought in the dessert things, and when she went back to the kitchen for the cake, she began to cry. It was beyond envy now; it was too late for measuring or weighing. She had lost. In the country of the blind, Mama used to say, the one-eyed man is king. Having been a citizen of such a country, she knew better. In the country of the deaf, the hearing man is lonely. Into that country a girl had come who, with a wave of her hand, had given the deaf ears for one another, and had made Sarah the deaf one.

Sarah stood, staring at her cake and feeling for that moment the profundity of the silence which she had once tried to match by stuffing cotton in her ears. Everyone she loved was in the other room, talking, sharing, standing before the awful, impersonal heaven and the unhearing earth with pictures of his thoughts, and she was the deaf one now. It wasn't "any farm family," silent in its strength. It was a yearning family, silent in its hunger, and a demure little bride had shown them all how deep the hunger was. She had shown Sarah that her youth had been sold into silence. She was too old to change now.

An anger rose in her as she stared at the cake. Why should they be free to move and gesture and look different while she was kept in bondage to their silence? Then she remembered Matthew's mute notes, his pride in Abel's training, his face when he had cried, "I am deaf!" over and over. She had actually fought that terrible yearning, that hunger they all must have had for their own words. If they could all speak somehow, what would the boys tell her?

She knew what she wanted to tell them. That the wind sounds through the poplar trees, and people have a hard time speaking to one another even if they aren't deaf. Laura and Sam had to have a night to hide their faces while they spoke. It suddenly occurred to her that if Matthew made one of those signs with his hands and she could learn that sign, she could put her hands against his in the darkness, and read the meaning—that if she learned those signs she could hear him. . . .

She dried her eyes hurriedly and took in the cake. They saw her and the hands stopped, drooping lifelessly again; the faces waited mutely. Silence. It was a silence she could no longer bear. She looked from face to face. What was behind those eyes she loved? Didn't everyone's world go deeper than chores and bread and sleep?

"I want to talk to you," she said. "I want to talk, to know what you think." She put her hands out before her, offering them.

Six pairs of eyes watched her.

Janice said, "Mo-ther."

Eyes snapped away to Janice; thumb was under lip: the Sign.

Sarah followed them. "Wife," she said, showing her ring.

"Wife," Janice echoed, thumb under lip to the clasp of hands.

Sarah said, "I love. . . ."

Janice showed her and she followed hesitantly and then turned to Matthew to give and to be received in that sign.

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Catalyst: Case Studies

Time required:	45 minutes
Special facilities, materials & aids:	three tables case study sheets chalkboard, flip chart or overhead projector

Module Summary

This is a task-oriented exercise that explores the dynamics of several specific interest groups found within many schools. By reviewing fictional culturally and linguistically diverse (CLD) students for educational placement, participants representing these specific interest groups can come to a better understanding of the issues at work in their own schools.

Module Objectives

- To explore the relationship of child care/early childhood education teachers, administrators and bilingual specialists.
- To address stereotyped feelings harbored toward CLD students in critical class placement and job placement issues, such as safety, fear of failure, and expense of accommodations.
- To explore and expose the myth that "CLD students can be properly placed by considering only their differences and not their abilities and similarities to all students."
- To provide techniques that administrators, child care/ECE instructors, counselors, and bilingual specialists can use to make successful educational placement decisions for CLD students.
- To explore the use of existing services to meet the needs of CLD students.

Preparations

- Arrange chairs around tables in three groups
- Prepare a scoring chart on the chalkboard, flip chart or overhead projector
- Inspect case study sheets

Module Format

- State that this will be a problem-solving exercise that will utilize the group's screening and placement experience.
- Divide the main group into three groups of nearly equal size and assign each group to a table.
- Identify the three groups:
  - Group 1: Administrators
  - Group 2: Child Care and Early Childhood Education Teachers
  - Group 3: Bilingual Specialists
- Explain that they are all employees of the same district/school. They have been brought together as a screening committee to review three CLD students and to make their recommendations.
- Explain that when they make these decisions, it is important that they role play, taking into consideration the interests and concerns of their assigned group.
- Explain that the interests and concerns of each assigned group are what each group perceives them to be. However, traditionally, each group seems to embrace the following concerns in school:

  1. Administrators
     - compliance with state and federal mandates (e.g., avoiding discrimination)
     - smoothly-running programs
     - public image
     - cost
     - keeping teachers happy

2. Child Care/Early Childhood Education Teachers
    - smoothly-running classroom
    - avoiding red tape
    - facilitating success of child care and ECE students
    - meeting district goals in preparing students for entry level position
    - safety
    - confidentiality

3. Bilingual Specialists
    - maximizing educational options and opportunities for future employment
    - consideration of special needs of CLD students
    - working with other teachers to provide CLD students individual attention and help to modify for an educational program/classroom as necessary
    - provide for the involvement of CLD students in decision-making process for placement

- Explain that:
    - Student profile sheets will be handed out. Each sheet will describe a CLD student being screened for placement in a child care/ECE class.
    - It has been determined that each student meets at least the minimal educational and experience requirements for each of the three program placements.
    - It is the group's job to recommend whether or not the student should be placed in one of the three programs.
    - If a program placement decision is positive, the group is to indicate which class(es) should be offered to the student. The group will decide which classes are available, drawing on experience from their own schools.

  - There are no right or wrong answers, and each may be able to successfully complete one or more of the classes. The groups are to recommend what is, in their opinion, the best classroom placement(s) for each student.
  - Each group will be asked to comment on their concerns and rationale about each decision.
- Tell the group that they have 15 minutes to discuss and reach a majority decision.
- After 15 minutes, go to the chalkboard, flip chart or overhead projector. Ask each group what their decisions are, and mark each group's decision with an "X." With each group, ask why they chose the placement they did over the others and give a chance for strong dissenting opinion to be heard. Pay special attention to the supporting points, writing in the box of that decision. Do this for each group on each case study. Keep your questioning of each group for any case study to about five minutes.
- After all case studies are done, explain that while there are no right or wrong answers, these illustrative students give us insights into our beliefs and attitudes.

Case Study A

Student #1: Maria, a recent immigrant from Nicaragua. Twenty-two years old. Reads and writes fluently in Spanish. Graduated from high school in Managua, Nicaragua. Experienced in child care.

Which program[1] would you select for this student and why?

ROP:	Child Development class through the County Office of Education
Community College:	Associate of Arts degree program titled "Instructional Assistant Program"
State University:	Liberal Arts BA degree program which leads to teacher credential track

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[1] Leaders can substitute the program options available within their settings for those presented here.

Case Study B

Student #2: Anna. Thirty years old, a Mexican-American single mother, who did not complete high school as a youth, but who recently passed the GED with a high score and needed no special preparation.

Which program[1] would you select for this student and why?

ROP:	Child Development class through the County Office of Education
Community College:	Associate of Arts degree program titled "Instructional Assistant Program"
State University:	Liberal Arts BA degree program which leads to teacher credential track

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[1] Leaders can substitute the program options available within their settings for those presented here.

Case Study C

Student #3: Tettre, an Eutrian woman of 35. Immigrated as a refugee from civil war in her homeland. Speaks minimal English. Was headmistress of preschool in Eutria.

Which program[1] would you select for this student and why?

ROP:	Child Development class through the County Office of Education
Community College:	Associate of Arts degree program titled "Instructional Assistant Program"
State University:	Liberal Arts BA degree program which leads to teacher credential track

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[1] Leaders can substitute the program options available within their settings for those presented here.

"Special Interests"

Group I

Administrators

- Compliance with state and federal mandates
- Smoothly-running programs
- Public image
- Cost
- Keeping teachers happy

"Special Interests"

Group II

Child Care and Early Childhood Education Teachers

- Smoothly-running classroom
- Eliminating red tape
- Facilitating success of child care and ECE students
- Satisfying needs of employers with job placements by providing qualified and trained students
- Safety and confidentiality

"Special Interests"

Group III

Bilingual Specialists

- Maximizing educational options and opportunities for future employment of CLD students
- Consideration of special needs of CLD students
- Working with other teachers to provide CLD students individual attention and help to modify for an educational program/classroom as necessary
- Provide for the involvement of CLD students in decision-making process for placement

Group I Administrators	Student	ROP	Community College	University
	Maria			
	Anna			
	Tettre			

Group II ChCare/ECE Teachers	Student	ROP	Community College	University
	Maria			
	Anna			
	Tettre			

Group III Bilingual Specialists	Student	ROP	Community College	University
	Maria			
	Anna			
	Tettre			

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Catalyst: Situational Success/Situational Failure

Time required: 45 min. to 1 hour
Special facilities, materials & aids: chalkboard, flip chart or overhead projector

Module Summary

Participants are asked to choose two situations from a list of six—one they would choose to have and one they would least like to be faced with. This will be followed by a discussion of what factors entered into their choices. Trainer should facilitate the insight that the situations are, in large measure, socially determined. Thus, socio-economic conditions and linguistic or cultural situations are rooted in the same soil, and subject to the same advocacy outcomes.

Module Objectives

- To examine stereotypes of common situations.
- To gauge the participants' emotional reactions to such situations.
- To better understand the impact of attitudinal barriers on opportunity versus ability issues.
- To reveal similarities in culturally and linguistically diverse (CLD) students and other students.

Preparations

Ask participants to arrange their chairs so that they can all see the chalkboard, flip chart or overhead projector.

Module Format

- Explain that this is a short decision exercise. You will read a list of situations to them and they will have five minutes to choose 1) the situation that they would *least* want to deal with, and 2) the one they would *prefer* to deal with, given that they *had* to experience one.
- Read the following list and instructions:

  "Here are the situations you must choose from:

  A: Non-documented immigrant from Mexico, female, age 18

  B: War refugee from Eutria, male, age 30

  C: Poor, AFDC recipient recently arrived from Appalachia, female, age 40

  D: Cuban Professor of Education fled Cuba under Castro, female, age 50

  E: Inner city Afro-American with very limited educational background, female, age 27

  F: White runaway, abuse victim, female, age 17

  Please choose the one that you would least want and the one you would take if you had to choose one. You have five minutes."

- After five minutes, go to the chalkboard, flip chart or overhead projector and write down each situation. Ask the group which they chose to have and write the total under each situation. Do the same for the situations they would least want.
- Ask for a show of hands of the participants who believe they *could perform* their current job duties if these situations had been part of their background.
- Ask those who raised their hands to keep them raised and ask them: "How many of you honestly believe that if you had experienced that situation, you *would be working* in your present job?" When the hands go down, state very simply, "Therein lies the difference between ability and opportunity."

Discussion Points

- Examine why people chose the situations they did. Was one situation consistently chosen over the others? If so, why?
- What were the reasons for choosing the situation they would least want? Was one situation consistently chosen over the others? If so, why?
- What role did stereotypes—positive or negative—have in the selections? Notice the bipolar nature of many of the stereotypes held by different participants about particular situations.
- Did emotional reactions have anything to do with the choices?
- How can stereotypes and emotional reactions effect the way persons in these situations are treated when they apply for work, for educational programs, on the job or at school?
- Have the participants describe the situation they most/least wanted in one word. This will usually describe a feeling or emotion. Have the group discuss whether the feelings and emotions are accurate.
- Discuss the idea that once the door of discrimination has been opened, that the door of opportunity simultaneously closes. This works similarly, whether the victims of the discrimination are brown, or non-English speaking, or migrants, or people with disabilities.

Undocumented Mexican female, 18 yrs	Eutrian war refugee, male, 30 yrs	Appalachian AFDC recipient, female, 40 yrs	Cuban Education Professor, female, 50 yrs	Inner-city black female, 27 yrs	Runaway abuse victim, female, 17 yrs	
						MOST DESIRED
						LEAST DESIRED

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Catalyst: Role Play

Time required: one hour
Special facilities, materials & aids: role profiles and a table

Module Summary

This is an exercise dealing with the dynamics of concerns of administrators and teachers. By dividing the participants into two groups and assigning roles, the participants will come to a better understanding of those dynamics as they see them in action. There will be two representatives of each group.

Module Objectives

- To gain a better understanding of administrators' and teachers' issues in the education of culturally and linguistically diverse (CLD) students.
- To generate practical insight about working with CLD students.

Preparations

- Inspect role profiles.
- Arrange seating into two groups, one on each side of the table.
- Place a table between the two groups.

Module Format

- Divide the participants into two groups of nearly equal size and seat the groups on opposite sides of the room.

- Assign one group to be teachers and the other to be administrators. Hand out the role descriptions to appropriate groups.
- Explain that for the next 10 minutes, they are to review the roles and divide their group into panels, half of each group to discuss arrangements and the other half to discuss strategy. Tell them to begin their planning session, and *10 minutes* later bring the two representatives of each of the two groups to the table. At that time, read the rules.

Rules:

- The representatives will have a total of 20 minutes for discussion.
- After 10 minutes have elapsed, there will be a five-to-ten minute strategy break for discussion between the representatives and their groups.
- After the break, the four representatives will return to the table for the remaining 10-minutes of discussion.
- Start the discussion. After the first 10 minutes, send the representatives back to their respective groups for five to 10 minutes. Then bring the representatives back to the table and let them resume the discussion for the next 10 minutes.
- When the discussion seems to have become redundant and no further progress is being made, stop the exercise and start the group discussion.

Discussion Points

- Discuss what the group believed were the most relevant points on each side.
- Discuss what approaches and styles were most effective.
- Discuss how stereotypes and attitudinal barriers might be diffused in such a discussion.
- Discuss what approaches were not effective.

Role Play: ROP Teacher[1]

You are a successful ROP teacher with 11 years of classroom experience. You are comfortable with your teaching skills and you have good rapport with your students. However, you have had negative experiences with culturally and linguistically diverse (CLD) students. You do not favor actively recruiting more of these students into your classes. You are concerned about language fluency, safety, behavior problems, and the impact upon the rest of the class. Moreover, you are concerned that your other students will be educationally short-changed if your attention is diluted by the time necessary to work with this group. At the same time, you are aware of the policies of inclusion. However, you want to do it in the way you believe will work.

You will soon be meeting the administrator who is strongly committed to the policy of accommodating CLD students. You should try to communicate to her your concerns around this issue unless the administrator can convince you that it is a viable policy.

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[1] N.B. Leaders may create other roles to suit the particular reality found in their settings.

Role Play: Administrator

You are a rising educational administrator. You have moved up rapidly in your district due to your reputation for being well-informed and current in your professional expertise. Vocational education is being well-funded in your district due to your ability to develop programs which are responsive to current mandated trends in education. While you were a teacher for five years, you successfully integrated culturally and linguistically diverse (CLD) students into your classroom. Your positive attitudes were reinforced by the graduate program you recently completed at the State University. This graduate program emphasized the positive social merits of inclusion and provided you with some practical educational strategies for involving students with special needs.

A recent request has come from the State Department of Education, Office of Vocational Education, to include more CLD students in the vocational education classes under your administrative jurisdiction. You support this request not only because it represents an educational policy, but also because you believe in the social value and educational practicality of accommodating CLD students. You want to do everything in your power to encourage the vocational education teachers to respond favorably toward this request. However,you do not wish to "force" the issue, but prefer to provide the teachers with the attitudes and skills to be successful.

Your task in this role play is to argue in favor of accommodating CLD students into the vocational education programs. This means admitting students who were previously excluded—students whose English is not fluent, who are culturally diverse, and those who are academically disadvantaged. You would like to convince the teachers of the merits of this policy by sharing concrete methods of implementation.

Catalyst: Communications Network

Time required:	30-45 minutes
Special facilities, materials & aids:	tables and/or chairs note paper for each group chalkboard, flip chart or overhead projector

Module Summary

This exercise is designed to take the mystique or drudgery out of designing a communications network between colleagues who are responsible for the education of culturally and linguistically diverse (CLD) students. By rehearsing a simulated situation, the participants will be better prepared to come to an understanding of the issues in their own schools. Facilitating communications will help explore successful areas necessary for quality education of CLD students.

Module Objectives

- To establish effective communications between child care laboratory instructors, early childhood education instructors and bilingual specialists.[1]
- To explore the dynamics of "special interest" dynamics in education.
- To address stereotyped attitudes harbored toward CLD students regarding such topics as child safety, fear of failure, and extra time needed to meet course requirements.
- Can be used to make successful classroom decisions for CLD students.

Preparations

- Arrange chairs around tables.
- Make sure a chalkboard, flip chart or overhead projector is available for recording ideas.

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[1] These groups could be changed to reflect the composition of teachers in particular settings.

Module Format

- Ask which participants are:

  a) child development laboratory instructors

  b) early childhood education teachers

  c) ESL or bilingual teachers

- Divide participants into three groups. Each group, whenever possible, should have a child development laboratory instructor, early childhood education teacher, and an ESL or bilingual teacher to play their own role. If this is not possible, have participants role play according to attached descriptions. Make sure there is an equal number of each type of teacher in every group, whenever possible. Each participant will receive one teacher description of the role they are playing in the brainstorming session.

  Example: 27 in workshop. Divide into three equal groups. In a group of nine, three participants will play the role of a child development laboratory instructors; three participants will role play ECE teachers; and three will play the role of an ESL or bilingual teacher. Whenever possible, each participant will play the role they fill at their place of work.

- Make sure each group is furnished with:

  a) definitions of all three teachers involved

    Child Development Laboratory Instructor

    Early Childhood Education Teacher

    ESL or Bilingual Teacher

  b) one-page handout titled "Facilitating Communication"

- Explain that each group will choose a recorder who will record their ideas and report to the group as a whole. They will have 10 minutes to record the concerns of this issue.

- After 10 minutes, the groups will come together to discuss the ideas stimulated from the small group discussions.

- The leader will ask the group leaders to read their group's ideas and record them on a chalkboard, flip chart or overhead projector.

Discussion Points

- Ask each group how and why they made their decisions.
- Pay special attention to supporting points. Do this for each group.
- Keep your questioning of each group to about five minutes.
- Combine in discussion, the similar ideas that each group has come up with.

Option

Utilize different kinds of CLD students relevant to your own school district's demographics.

Facilitating Communications

It is critical for teachers to communicate with other teachers in an effort to meet the total needs of students. At times, it is quite difficult for teachers to coordinate with one another due to conflicting time schedule, heavy class schedules, and other competing demands.

This catalyst should generate some ideas and techniques for facilitating communication among teachers. Most successful strategies originate from the experiences of people like you.

Each group has representatives from three areas: child care laboratory instructors, early childhood education educators, and ESL or bilingual educators.

1) Discuss methods for including a student labeled "learning disabled[1] " who is also culturally and linguistically diverse into a child development class.
2) Brainstorm practical methods for coordinating the three foci areas of child development, early childhood education, and ESL or bilingual instruction to provide effective services for students. Pay particularly close attention to lack-of-time issues, people, location, and types of assistance.

We will then come together and list your ideas on the flip chart, chalkboard, etc.

---

[1] Many culturally and linguistically diverse (CLD) students are labeled "learning disabled" based on a history of difficulty in school and poor performance on "diagnostic" tests.

Child Development Laboratory Instructor

- Assure safety of children attending child development laboratory.
- Manage the practicum experience of students in child development laboratory.
- Place students in practicum situations with the proper level of supervision and support.
- Use the practicum situation of the child development laboratory to make real the theory taught in the early childhood education course.

Early Childhood Education Teacher

- Teach child development theory.
- Prepare students to pass necessary competency tests for licensure or credentialling.
- Teach curriculum development in early childhood education.
- Teach portfolio development and assessment.
- Teach naturalistic assessment of young children.
- Teach methods of successfully teaching young children.

ESL or Bilingual Teacher

- Prepare goals and objectives for culturally and linguistically diverse (CLD) students' needs.
- Coordinate efforts between community, parents and school.
- Provide individualized and small group instruction on a daily basis.
- Collaborate with other teachers.
- Prepare and select materials for individualized or small group session within ESL classroom or regular classroom when necessary.
- Coordinate instructional aide activities.

ESL or Bilingual Teacher

- Prepare goals and objectives for culturally and linguistically diverse (CLD) students' needs.
- Coordinate efforts between community, parents and school.
- Provide individualized and small group instruction on a daily basis.
- Collaborate with other teachers.
- Prepare and select materials for individualized or small group session within ESL classroom or regular classroom when necessary.
- Coordinate instructional aide activities.

Activity Nine

Assessing the Student's Level of Reading Proficiency

This activity presents a simple method
for identifying a student's level or reading proficiency.

Reading can be difficult for second language speaking students because

- second language speaking students tend to focus on each word in order to translate
- second language speaking students lack vocabulary
- second language speaking students may lack the conceptual background to make sense of the material
- second language speaking students may lack reading skills in their native language

The Cloze technique is a
quick and relatively simple method
of estimating whether a student
will be able to read
(and write to a certain extent)
the printed material used in class

Assessing reading proficiency

Directions:

- Complete and score one or more Cloze selections.
- Review the instructions for using the Cloze Technique.

Read

the following paragraphs
and fill in the blanks

Directions: Fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long as they make sense. The important thing to remember is that for each blank, there is room for only one word.

Infants' Perception of Speech

So far our discussion of language has centered upon babies' earliest sounds because they seem to be the first steps toward learning to speak. Of equal interest to most parents __________ relatives is the question of when __________ and their baby can begin to __________ by means of language. We know __________ babies begin exchanging smiles with their __________ at about two months of age. __________ gradually evolves into a mutual imitation __________ , which is a form of communication. __________ when do babies begin to decode __________ meaning and pattern of the complicated __________ that are made in the speech __________ goes on around them? Very young __________ apparently can distinguish between the various __________ sounds which are the universal building __________ of language. For example, if you __________ a phonetic sound to your one-month-old son, __________ will find that he habituates, or __________ used, to it. When you introduce __________ contrasting sound, his reactions will show __________ he has noticed the difference. He __________ also distinguish between speech sounds and __________ , but nonspeech, sounds. Of course, we __________ not know what meaning these distinctions __________ for babies, but the fact that __________ can make them suggests to some __________ that human beings have some inborn receptivity to language—related sounds. Perhaps we are prepared by birth to organize the language spoken around us into categories of sounds that correspond to the categories of language—basic sounds, words, and phrases.

End of Passage

Score

your completed CLOZE test

Directions:

1. Count the number of words that are acceptable in context. ______
2. Multiply by 4. x 4 = ______
3. This gives you the *percentage of correct answers*. Use the following table to determine the comprehension level of the reader.

Percentage of Correct Answers*	Comprehension Level	Appropriate to your class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

4. Comprehension level of reader:____________________________

Complete Passage

Infants' Perception of Speech

So far our discussion of language has centered upon babies' earliest sounds because they seem to be the first steps toward learning to speak. Of equal interest to most parents and relatives is the question of when they and their baby can begin to communicate by means of language. We know that babies begin exchanging smiles with their caregivers at about two months of age. This gradually evolves into a mutual imitation game, which is a form of communication. But when do babies begin to decode the meaning and pattern of the complicated sounds that are made in the speech that goes on around them? Very young infants apparently can distinguish between the various phonetic sounds which are the universal building blocks of language. For example, if you repeat a phonetic sound to your one-month-old son, you will find that he habituates, or gets used, to it. When you introduce a contrasting sound, his reactions will show that he has noticed the difference. He can also distinguish between speech sounds and similar, but nonspeech, sounds. Of course, we do not know what meaning these distinctions have for babies, but the fact that they can make them suggests to some researchers that human beings have some inborn receptivity to language—related sounds. Perhaps we are prepared by birth to organize the language spoken around us into categories of sounds that correspond to the categories of language—basic sounds, words, and phrases.

Eleanor Willemsen
Understanding Infancy
San Francisco: W.H. Freeman and Company, 1979, p. 156-7

Read

the following paragraphs
and fill in the blanks

Directions: Fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long a they make sense. The important thing to remember is that for each blank there is room for *only one word.*

"Are we going to do the work Mommy told me about?"

"This is where I do my work, Andrea, and this is my desk." It was near some tall bookshelves, ___________ Andrea saw toys and blocks arranged ___________ the bottom shelves. Some of the ___________ on the wall looked like children ___________ drawn or painted them. There were ___________ chairs next to a table with ___________ papers on it that looked like "___________," but Mr. Casey walked right past ___________ table to a basket of blocks ___________ the carpeted floor. "Would you like ___________ build something with me while ___________ tell me about your birthday party?"

___________ liked Mr. Casey's room, especially the ___________ on the walls. She decided Mom ___________ right about Mr. Casey. "He is ___________," she thought. Out loud she said, "___________ make the blocks look like my ___________ so you can see where my ___________ is going to be." As she ___________, Andrea talked and Mr. Casey listened.

___________ Andrea was finished, Mr. Casey said, "___________ are a very good builder, Andrea, ___________ I think your friends are going ___________ have lots of fun making their ___________ ice cream sundaes at your party. ___________ certainly would! I want to show you some work I'd like you to do with me, at the table over there. Pick the chair that's your favorite color. I'll sit in the wooden one.

End of Passage

Score

your completed CLOZE test

Directions:

1. Count the number of words that are acceptable in context. ______
2. Multiply by 4. x 4 = ______
3. This gives you the *percentage of correct answers*. Use the following table to determine the comprehension level of the reader.

Percentage of Correct Answers*	Comprehension Level	Appropriate to your class?
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between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

4. Comprehension level of reader:______________________

Complete Passage

"Are we going to do the work Mommy told me about?"

"This is where I do my work, Andrea, and this is my desk." It was near some tall bookshelves, and Andrea saw toys and blocks arranged on the bottom shelves. Some of the pictures on the wall looked like children had drawn or painted them. There were small chairs next to a table with some papers on it that looked like "work," but Mr. Casey walked right past the table to a basket of blocks on the carpeted floor. "Would you like to build something with me while you tell me about your birthday party?"

Andrea liked Mr. Casey's room, especially the pictures on the walls. She decided Mom was right about Mr. Casey. "He is nice," she thought. Out loud she said, "I'll make the blocks look like my house so you can see where my party is going to be." As she worked, Andrea talked and Mr. Casey listened.

When Andrea was finished, Mr. Casey said, "You are a very good builder, Andrea, and I think your friends are going to have lots of fun making their own ice cream sundaes at your party. I certainly would! I want to show you some work I'd like you to do with me, at the table over there. Pick the chair that's your favorite color. I'll sit in the wooden one.

Jacqueline Robinson
Is Your Child Ready for School?
New York: ARCO, 1990, p. 27

Read

the following paragraphs
and fill in the blanks

Directions: Fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long a they make sense. The important thing to remember is that for each blank there is room for *only one word.*

A Capital Ship

A capital ship for an ocean trip
Was the "Walloping Window Blind,"
No __________ that blew dismayed her crew,
Or __________ the captain's mind.
The man at __________ wheel was taught to feel
Contempt __________ the wildest blow,
And it often __________ , when the weather had cleared,
That __________ had been in his bunk below.

The __________ mate was very sedate
Yet fond __________ amusement, too,
And he played hopscotch __________ the starboard watch
While the captain __________ the crew.
And the gunner we __________ was apparently mad
For he sat __________ the after-rail,
And fired salutes with __________ captain's boots
In the teeth of __________ booming gale.

The captain sat in __________ Commodore's hat
And dined in a __________ way,
On toasted pigs and pickles __________ figs
And gummery bread each day,
__________ cook was Dutch and behaved as __________ ,
For the food that he gave __________ crew,
Was a number of tons __________ hot-cross buns,
Chopped up with sugar __________ glue.

And we all felt ill __________ mariners will
On a diet that's __________ and rude,
And we shivered and __________ as we dipped the cook
In a tub of his gluesome food.
Then nautical pride we laid aside,
And we case the vessel ashore
On the Bulliby Isles where the Pooh-pooh smiles
And the Anagazanders roar.

End of Passage

Score

your completed CLOZE test

Directions:

1. Count the number of words that are acceptable in context. ______
2. Multiply by 4. x 4 = ______
3. This gives you the *percentage of correct answers*. Use the following table to determine the comprehension level of the reader.

Percentage of Correct Answers*	Comprehension Level	Appropriate to your class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44% and your students.	frustration	No, it is too difficult. It will probably discourage both you

4. Comprehension level of reader:________________________

Complete Passage

A Capital Ship

A capital ship for an ocean trip
Was the "Walloping Window Blind,"
No gale that blew dismayed her crew,
Or troubled the captain's mind.
The man at the wheel was taught to feel
Contempt for the wildest blow,
And it often appeared,
when the weather had cleared,
That he had been in his bunk below.

The boatswain's mate was very sedate
Yet fond of amusement, too,
And he played hopscotch
with the starboard watch
While the captain tickled the crew.
And the gunner we had was apparently mad
For he sat on the after-rail,
And fired salutes with the captain's boots
In the teeth of the booming gale.

The captain sat in a Commodore's hat
And dined in a royal way,
On toasted pigs and pickles and figs
And gummery bread each day,
The cook was Dutch and behaved as such,
For the food that he gave the crew,
Was a number of tons of hot-cross buns,
Chopped up with sugar and glue.

And we all felt ill as mariners will
On a diet that's cheap and rude,
And we shivered and shook as we dipped the cook
In a tub of his gluesome food.
Then nautical pride we laid aside,
And we case the vessel ashore
On the Bulliby Isles where the Pooh-pooh smiles
And the Anagazanders roar.

The Fireside Book of Children's Songs
New York: Simon and Shuster, 1966, p. 126

The Cloze Test

How to Develop a Cloze Test

1. Select a self-contained passage of approximately 150 to 200 words taken from one of the books or materials you wish to use with your students.

2. Go through the passage and systematically delete every 7th word leaving the first and last sentences intact. Try to make exactly 25 blanks as this makes scoring much easier. Important!—Do not *choose* the items to be deleted: use *every* seventh word until you reach 25 blanks.

3. Type up a master sheet making a blank for every deleted word. A blank of ten typewriter spaces is a good size, like this: __________ . Now you have the test.

How to Administer a Cloze Test

1. Be sure to give instructions to the students. They are to fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long as they make sense. The important thing to remember is that for each blank there is room for *only one word.*

2. It is sometimes wise to do a few easy sample sentences on the blackboard before students actually take the test. This gives the teacher a chance to clear up any confusion that might arise.

3. Give the test and allow as much time as needed (within practical limits) for all students to complete it. Don't rush them.

How to Score the Test

1. Go through the tests and count up the number of words that are right. Words are right if they are acceptable in context.

2. Now calculate the *percentage of correct answers*. If you have 25 blanks you can do this quite easily by merely multiplying the number correct by 4.

3. Compare your percentages against this table to see if the book is appropriate.

Percentage of Correct Answers*	Comprehension Level	Appropriate to your class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

*These percentages are taken from an article by J. Anderson, "Selecting a Suitable Reader: Procedures for Teachers to Assess Language Difficulty," *RELC Journal*, Vol. 2, pp. 35-42. It is probably unwise to interpret these percentages rigidly—you can shift them several points one way or the other.

Excerpted from
Building Competencies to Serve LEP Vocational Students
Des Plaines, IL: Northwest Educational Cooperative, 1989

The Cloze technique is
a simple method for determining
if a student can read
the printed material you intend to use

The Cloze technique can be used to determine if students are literate in their native language by using a passage from material written in the native language

The following is a passage in Russian that can be used to test whether or not Russian-speaking students are literate in their own language.

Poymanaya Pteechka

A papalas pteechka stoy,
Nye uydyosh ________ syetee,
Nye rastanemsya staboy,
Nee za shto ________ svyetye.

Akh, zachem, zachem ya vam,
Meelenkeeya dyetee?
________ paletat,
Razvyazheete syetee.

Pteechka, pteechka! Kak ________ ,
Mi tyebya bi stalee,
Nye rozvoleeleeb ________ ,
Vsyob tyebya laskalee.

Vyeryoo, dyetkee, no ________ nas,
Vrednee vasha laskee,
S nyeekh zakreela________ kak raz,
Ya na vyekee glaskee.

End of Passage

Complete Passage

Poymanaya Pteechka

A papalas pteechka stoy,
Nye uydyosh eez syetee,
Nye rastanemsya staboy,
Nee za shto na svyetye.

Akh, zachem, zachem ya vam,
Meelenkeeya dyetee?
Otpoosteete paletat,
Razvyazheete syetee.

Pteechka, pteechka! Kak
lyoobeet,
Mi tyebya bi stalee,
Nye rozvoleeleeb groosteet,
Vsyob tyebya laskalee.

Vyeryoo, dyetkee, no dlya nas,
Vrednee vasha laskee,
S nyeekh zakreela bi kak raz,
Ya na vyekee glaskee.

The Fireside Book of Children's Songs
New York: Simon and Shuster,1966, p.62

Translated Passage

The Captured Bird

Pretty bird, I've got you now,
Though you're quick and clever,
You flew right into my net,
Now you're mine forever.

Oh, what good am I to you?
Let me go I pray you,
Let me fly, and with sweet song,
I shall then repay you.

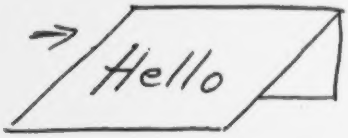
Pretty bird, I'll give to you
Sugarplums and candy,
I will always care for you,
Life will be so dandy.

You may think you love me well,
But you'll bring me sorrow,
If I ate your sugar plums,
I would die tomorrow.

The Fireside Book of Children's Songs
New York: Simon and Shuster,1966, p.62

grouping activity

Table sign in English →



Have the same word
on seperate index cards in different languages.

Comprehensible
// color code the words
have clues - single words, 2 word phrases, larger phrases

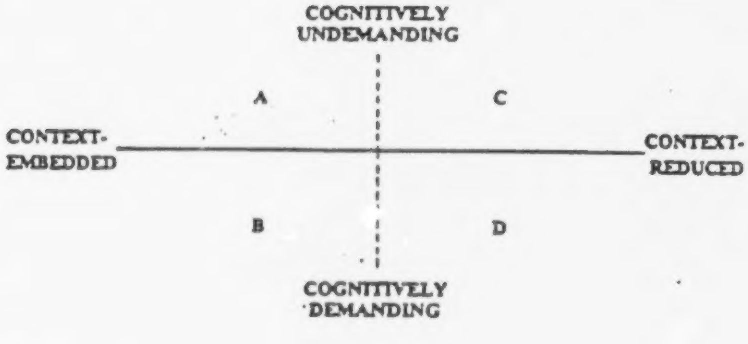
as participants enter the room - they "get a card"
and find the table where they belong.

THE DIMENSIONS OF LANGUAGE PROFICIENCY:

Cummins' Quadrant

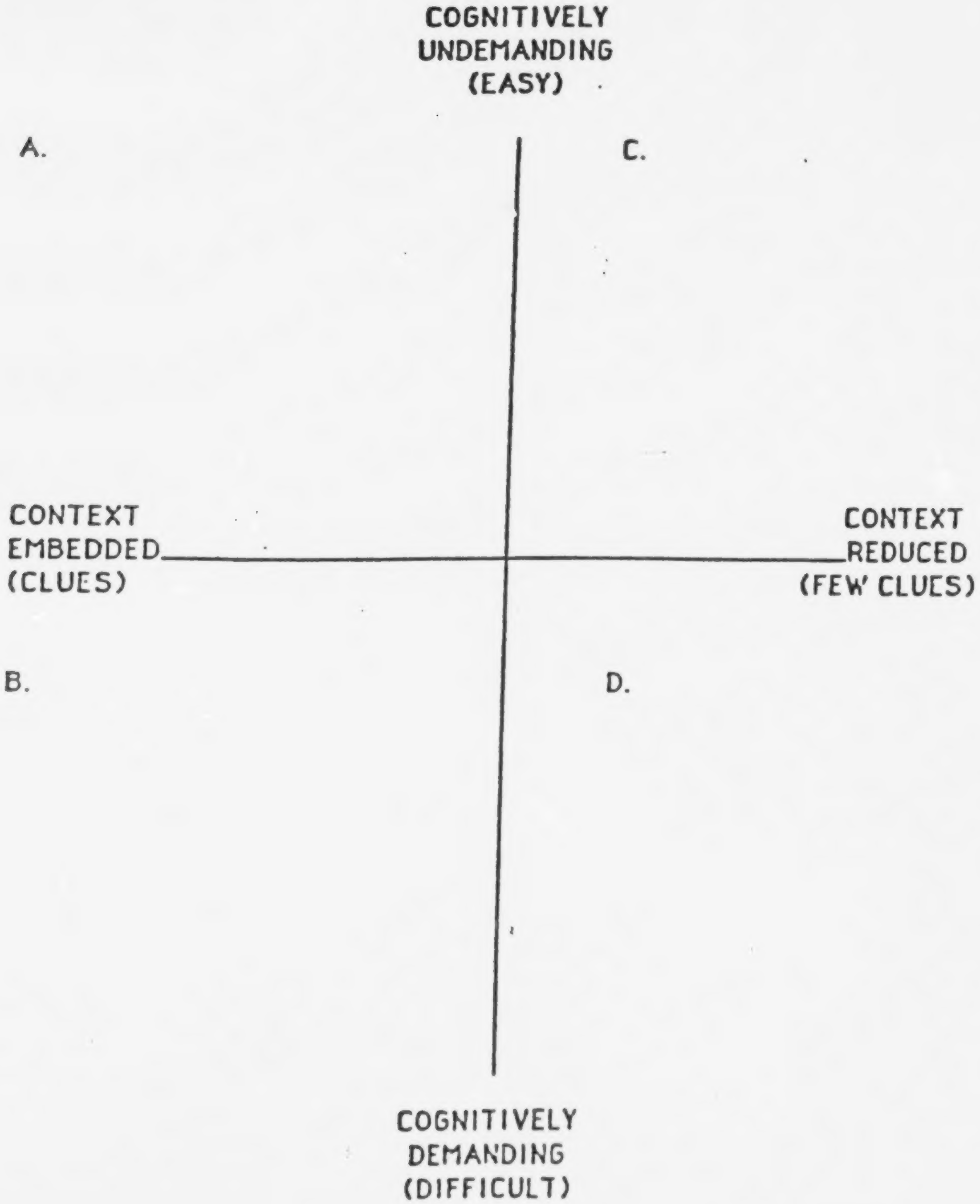
Language proficiency is the ability to use language for both academic purposes and basic communicative tasks. Proficiency is the development of BICS and CALP.

RANGE OF CONTEXTUAL SUPPORT AND DEGREE OF COGNITIVE INVOLVEMENT IN COMMUNICATIVE ACTIVITIES


COGNITIVELY UNDEMANDING
A
C
CONTEXT-EMBEDDED
CONTEXT-REDUCED
B
D
COGNITIVELY DEMANDING

A MODEL OF LANGUAGE PROFICIENCY

Based on J. Cummins 1981


COGNITIVELY UNDEMANDING (EASY)
A.
C.
CONTEXT EMBEDDED (CLUES)
CONTEXT REDUCED (FEW CLUES)
B.
D.
COGNITIVELY DEMANDING (DIFFICULT)

SHOW	TELL
chart	lecture
demonstrate	address
display	inform
depict	describe
graph	narrate
model	read/speak to
illustrate	explain

TRY	DO
hands on	compose
manipulate	test
exchange	complete
coach	homework
engage	execute
guide	worksheet
interact	respond
discuss	write
experiment	act
fit/handle/try	master

To show is to cause or allow students to see. To tell is to narrate; recount or express with words. To try is to give students opportunities to test concepts for strengthening, effect, fit and alignment. During these three stages, the teacher is always there as the shower, teller or coach. When the students can perform effectively during the "try" stage, they are ready to do. To do is to execute, perform, complete, create and compose, "solo."

Using the analogy of teaching someone to fly an airplane, we would first show the student typical flying maneuvers, tell him/her about flying, let the student practice the maneuvers with an experienced pilot on board and later after much practice have the student solo.

The Relationship of Show, Tell, Try, Do and Second Language Acquisition

It is common for teachers to "tell" students about information or do limited "showing" by way of demonstrating with words. Frequently, teachers jump from a short "show and tell," as described, to having the students do the lesson. With students who are acquiring academic English, that approach will rarely, if ever, work. The teacher presenting "sheltered" lessons must include showing, telling, trying and doing.

BEST COPY AVAILABLE

ANNOTATED MODEL OF LANGUAGE PROFICIENCY

(Based on Cummins)

Less language dependent

More language dependent

Cognitively
undemanding
(Easy)

A.

- Working out at a gym
- Music with body movement
- Create a pattern using manipulatives
- TPR (total physical response)
- Look at a photo album
- Play bingo with pictures
- Play "London Bridge is Falling Down"
- Look at a picture book
- Square dancing
- ESL
- Art
- Demonstration on how to knit
- Demonstration on how to bake cookies
- Face-to-face conversations
- Watch a dance concert
- Demonstration on how to mix colors
- Watch sports program on TV
- P.E.
- Follow modeled directions on how to use ATM

C.

- Jokes & idioms
- Ordering at a fast food restaurant
- Read a grocery list
- Follow a written recipe
- Play bingo with words
- Look up a word in dictionary
- Do a crossword puzzle
- Study for written driver's test
- Listen to radio
- Telephone conversation about family
- Note on a refrigerator.
- Written directions on how to use software (w/o diagrams or example
- Read local newspaper
- Pleasure reading
- Write notes to friends
- Read dramatic script
- Fill out job application
- Voting for candidates
- Write a poem
- Job interview
- Math word problems
- Read local newspaper
- Listen to a conversation between other speakers about the latest fashions

Context
embedded
(clues)

Context
reduced
(few clues)

B.

- Follow a map
- Demonstrations of science experiments
- A-V assisted lessons
- Making a model
- Practice for driving test
- Math operations
- Read a road sign
- Finding latitude or longtitude on a globe
- Read a picture book
- Watch a movie
- Choral reading
- Science fair projects
- Sheltered English geography lesson
- Reenactment of life in a California mission
- Written directions on how to put together a bicycle w/ diagram

D.

- Read a college textbook
- Take CTBS test
- Voting on Propositions
- Write a report on the south's part in Civil War
- Write a thesis
- Explanations of math abstract concepts
- Write reports, essays
- Take notes for a class
- Study for a test
- Read and discuss Shakespeare
- Take a CAP test
- Take a SAT test
- Listen to lecture on biology

Cognitively
demanding

Highlights of Learning English as a Second Language & Studying as an International Student at PUC

Presentation by Janet Borisevich (6611)

I. Second Language Acquisition

A. Theoretical Outline of L2 Acquisition

1. Specifically what language, learning & teaching are
2. The similarities & differences of 1st & 2nd language acquisition
3. L2 learning's connection to general principles of human learning & intelligence
4. Learner variation in cognitive style & strategy choice
5. The effect of personality on the quantity & quality of L2 learning
6. The tie between learning a second language & learning a second culture
7. Comparing/contrasting the native and target language; L2 effects
8. The interlanguage system: errors & L2 development
9. The goal of communicative competence: function, discourse, register, nonverbals
10. The question of meaningful, interpretable language testing
11. The comprehensive nature of L2 learning- meaningful, real-world application

B. Generalizations Regarding Adult Second Language Acquisition

1. Adults & adolescents can "acquire" a second language.
2. The learner creates a systematic interlanguage which is often characterized by the same systematic errors as those of the child learning the same language.
3. There are predictable sequences in acquisition such that certain structures have to be acquired before others can be integrated.
4. Practice does not make perfect.
5. Knowing a language rule does not mean one will be able to use it in communicative interaction.
6. Isolated, explicit error correction is usually ineffective in changing language behavior.
7. For most adult learners, acquisition fossilizes (stops) before the learner has achieved native-like mastery of the target language.
8. One cannot achieve nativelike command of a second language in one hour of study per day.
9. The learner's task is enormous because language is very complex.
10. A learner's ability to understand language in a meaningful context exceeds ability to comprehend language outside of context and to produce language of comparable complexity & accuracy.

C. Factors Affecting Second Language Learning

1. Age
2. Motivation
3. Aptitude
4. Emotions
5. Attitude
6. Cognitive style
7. Learning strategies
8. Personality

- D. "Good Language Learner" Characteristics
  - 1. Is a willing & accurate guesser
  - 2. Has a strong drive to communicate
  - 3. Is Uninhibited
  - 4. Attends to form
  - 5. Practices- seeks out opportunities to converse
  - 6. Monitors own speech & the speech of others
  - 7. Attends to meaning
  - 8. Has a positive self-image
  - 9. Has a tolerant & outgoing approach to the target language & culture
  - 10. Is able to take risks
  - 11. Has a high tolerance of ambiguity
  - 12. Is empathetic
  - 13. Tends to be extroverted
  - 14. Has a positive reaction to anxiety
  - 15. Is not overly sensitive to rejection

- II. The PUC English Language Program
  - A. Program description
    - 1. Skills we teach
      - a. Grammar/Composition & Academic Writing
      - b. Conversation/Pronunciation & Academic Listening/Speaking
      - c. Reading/Vocabulary & Academic Reading
      - d. Bridge courses (support courses for adv. ESL/reg. internationals)
        - i. "Group Writing"
        - ii. "Life in America"
    - 2. Levels
      - a. Low Intermediate
      - b. Intermediate
      - c. High Intermediate
      - d. Advanced (Academic)
      - e. "Bridge" (gap between ESL & regular classes)
    - 3. Enrollment
    - 4. Support
      - a. Open advising/counseling
      - b. Tutoring
      - c. Other...
  - B. Type of international students we enroll
    - 1. Nations/languages represented
    - 2. Previous English ability
    - 3. Typical level placement
    - 4. Average length of time in ELP
    - 5. Challenges
      - a. Lacking in language-learning gift
      - b. Learning disabilities
      - c. Unrealistic expectations
      - d. Adjustment difficulties
      - e. Other...
  - C. Desirable developments to come
    - 1. Additional "bridge" courses (further study skills,etc.)
    - 2. Construction of new placement/exit test (PEET)
    - 3. Adjunct courses: history, psychology, religion, etc.
    - 4. More specialized tutoring system
    - 5. Pre-med/dent speech improvement support
    - 6. Other

- III. Regular PUC Classes & How Internationals Manage in Them
  - Questionnaire, Discussion & Solution-Seeking

COMPREHENSIBLE INSTRUCTION IN ENGLISH

Humboldt County Office of Education reported a 353% increase in "Limited English Proficient" students between 1982 and 1992. In 1982 1.5% of the students enrolled in Humboldt County schools were LEP. By 1992 4.25% of the students were LEP students. It is estimated that the number of LEP students in California will double between 1992 and 1997.

Comprehensible instruction in English involves the use of multiple strategies in connection with carefully selected and systematically presented content.

Comprehensible instruction in English provides a bridge between native language instruction and mainstream instruction. Comprehensible instruction in English greatly increases the success of English learning students.

Students came with a variety of English language proficiency:

* preproduction - communicate with words and gestures
  lessons focus on listening comprehen.
  lessons build receptive vocab.

* early production - speak using 1-2 words, short phrases
  lessons expand receptive vocab.
  Act. motivate students to produce vocab

* speech emergence-student speak in longer phrases-sent.
  lessons cont. to expand recept. voc.
  Act. promote higher level of lang. use

* intermediate fluency-students engage in conversation
  lessons cont to expand vocab
  Act develop hi-level lang use in content
  Reading & writing act. are incorp.

Language ability determines type of teaching. Must adjust to language proficiency of students.

Assess student's language ability.
Assess student's reading ability.
Assess student's writing ability.

Characteristics of Comprehensible Instruction in English

- **Simplified Input**
- **Contextual Clues**
- **Frequent Comprehension Checks**
- **Appropriate Lessons**

Greet students in native language.
Pronounce students' names correctly.
Obtain translated materials.
Speak with normal volume.
Speak more slowly.
Avoid slang.
Use demonstrations.
Use visual aides.
Provide outline of lecture.
Use short sentences.
Use numbered sequences for steps.
Use yes and no questions.
Get verbal confirmation that they understood.

GROSS MOTOR DEVELOPMENT OF PRE-SCHOOL CHILDREN
2 TO 5 YEARS

During the pre-school years, from age 2 to 5, children master the ability to run, jump, throw, catch, hop, balance, climb and skip.

Today we will talk about the development of running, balancing, throwing, and catching.

The ages given are approximate. Some children will demonstrate these abilities earlier; some will demonstrate them later. These are general "norms". If children have not reached these milestones exactly at the ages suggested, it does not necessarily mean the child is delayed.

RUNNING

Two year old children are able to run well in a straight line. They have a hard time making turns or going around obstacles.

By the time a child is three she can usually maintain running speed while going around obstacles in her path.

Four year old children are able to turn sharp corners while running.

By the time a child is five she can run lightly on her toes.

BALANCING

Two year olds attempt to stand on one foot. These attempts are usually unsuccessful.

Three year old children can stand on one foot.

A four year old child can stand on one foot for 3 to 8 seconds.

By the time a child is five he can stand on one foot for 8 to 10 seconds.

THROWING AND CATCHING

A child at age two can throw a small ball without falling.

By age three a child can catch a bounced ball using her torso and arms to form a basket.

A four year old child can throw a ball overhand.

When a child is five she can catch a small ball using her hands only.

SUPPORTING GROSS MOTOR DEVELOPMENT

Pre-school children acquire gross motor skills by teaching themselves and observing the behavior of other children.

The opportunity to play with other children is more important than adult instruction.

DESARROLO MOTOR EN NIÑOS DE DOS A CINCO AÑOS DE EDAD

- I. Introducción
- II. Correr
  1. 2 años
  2. 3 años
  3. 4 años
  4. 5 años
- III. Equilibrio
  1. 2 años
  2. 3 años
  3. 4 años
  4. 5 años
- IV. Lanzar y Coger
  1. 2 años
  2. 3 años
  3. 4 años
  4. 5 años
- V. Apoyo - desarrollo motor

GROSS MOTOR DEVELOPMENT OF PRESCHOOL CHILDREN TWO TO FIVE YEARS

- I. Introduction
- II. Running
  1. 2 years
  2. 3 years
  3. 4 years
  4. 5 years
- III. Balance
  1. 2 years
  2. 3 years
  3. 4 years
  4. 5 years
- IV. Throwing and Catching
  1. 2 years
  2. 3 years
  3. 4 years
  4. 5 years
- V. Supporting motor development

VOCABULARIO

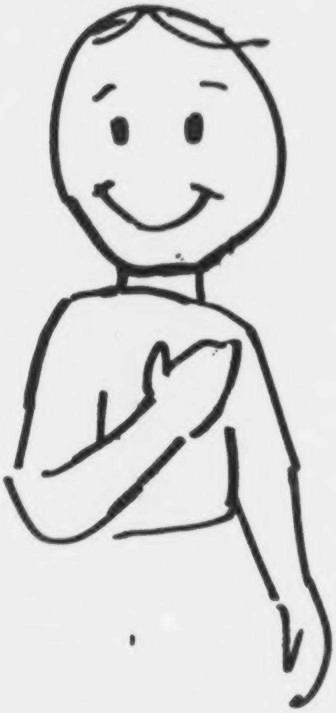
músculos grandes	gross (large) muscle
niños	children
años	years
correr	run
equilibrio	balance
lanzar	throw
coger	catch
normas	norms
retraso	delayed
apoyo	support
oportunidad	opportunity
instruccion´	instruction
desarrollar	develop
desarrollo	development

JULIE RUELAS - PROFESORA
Instrucción en Español

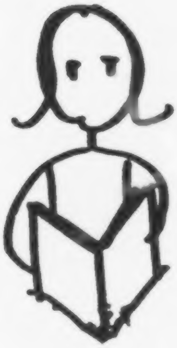
VOCABULARIO:

- orgullo
- temas
- literatura de alta calidad
- imagenes positivos
- afirman la cultura del nino
- bicultural
- sorpreza
- cultura dominante
- cultura primaria

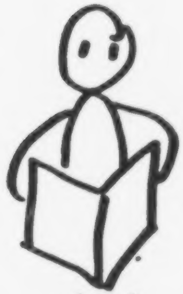
/



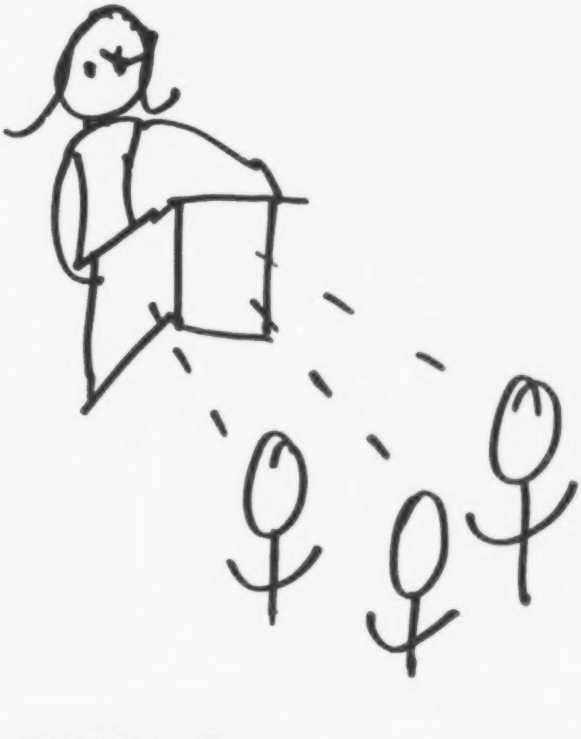
orgullo



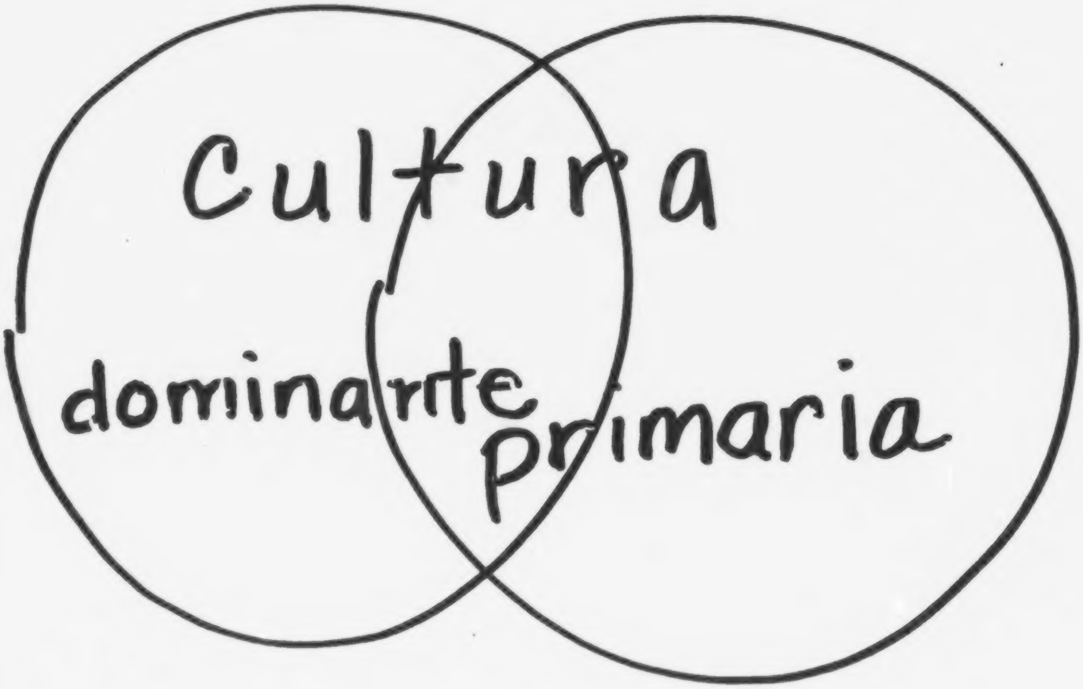
maestra



niño



grupo


Cultura
dominante
primaria

Yo encontré estos imagenes

positivos	negativos

Catalyst: Culturally Responsive Classroom Planning

Time required:	one hour
Special facilities and materials:	tables and chairs one set of class descriptions and student profiles/table one tablet of paper/table

Module Summary

In this exercise, the participants are given a list of class descriptions and various profiles of culturally and linguistically diverse (CLD) students. This activity gives participants an opportunity to use their imagination and creativity to improve their class.

Module Objectives

- Determine if changes in class planning are necessary
- Develop possible solutions

Preparations

- Arrange four medium-sized tables in the four corners of the room.
- Make sure that there is one set of class descriptions and student profiles available for each group.

Module Format

- Divide the participants into groups of nearly equal size. Ask them to sit at the tables.

- Read the following instructions to the group:

  "For this exercise you have been given class descriptions for three different classes along with the profile of culturally and linguistically diverse (CLD) students. In each case you are to determine, as a group, what culturally responsive classroom changes may be necessary so the student can successfully perform in the class. Work as a team in the development of a solution for each of the problems. You have 40 minutes, which I hope you will use fully to explore potential possibilities. Are there any questions? Begin."

- After 20 minutes, check the groups to see how far along they are. If they are all finished, move ahead into the discussion.
- Have each group read its solution to each case before moving to the next one. Have the group discuss any differences in the solutions.

Discussion Points

- Was this a difficult exercise? Why or why not?
- Discuss what happens when we look at a cultural or linguistic difference, rather than at a student.
- Is there is a tendency toward "tunnel vision" in arriving at a solution?

Class: Child Care

Class Description[1]

This community college course is designed for students interested in working in the child care field. Students are taught the necessary skills to work with children in daycare settings. The course covers basic child development and will involve lab work with young children.

Student Profile

A Vietnamese-American woman, 23 years old, who speaks and reads Vietnamese, but whose English language skills are limited. She has much experience with children and is highly motivated. She is reluctant to speak in class and participate in interactive group learning activities.

---

[1] N.B. Leaders are encouraged to substitute class descriptions from their own institutions.

Class: School and Society

Class Description[1]

This course is a prerequisite for the teacher credential program with an emphasis in Early Childhood Education. The course provides a critical examination of current issues in today's schools and likely future directions in education through the perspectives of history, philosophy, sociology, anthropology and the politics of education.

Student Profile

A student enrolled in "Greater Avenues for Independence (GAIN)." She is an African-American woman of 28, has completed an Associate of Arts degree with a 2.5 GPA while raising two young children as a single mother. She seems intimidated by the university setting and the concept of university-level work.

---

[1] N.B. Leaders are encouraged to substitute class descriptions from their own institutions.

Class: Child Development

Class Description[1]

This is a high school ROP class designed to introduce students into careers in education and child development. Students study basic information on human/child development with elements of biology, psychology and pedagogy. Two days a week they do practicum work at child development or Headstart centers.

Student Profile

A Mexican-American immigrant who is a 16-year old young woman. Her ability to read and write Spanish is fluent, though her English language abilities are limited. She appears shy and somewhat withdrawn at school. She is receptive to schooling and has much experience helping raise four younger siblings. Her school attendance is not consistent due to family obligations.

---

[1] N.B. Leaders are encouraged to substitute class descriptions from their own institutions.

Commission Adopts Changes in CBEST

The Commission on April 7 adopted changes in the policies that govern administration of the California Basic Educational Skills Test (CBEST), which will go into effect beginning in July, 1995. The Commission adopted the following administrative changes to foster the successful performance of examinees who are proficient in the reading, writing and mathematics skills that are essential aspects of educational competence.

Time Limits. To minimize the effect of time on the performance of examinees, the Commission has essentially eliminated time limits on the three sections of the CBEST. While examinees will not be allowed to continue indefinitely on the exam, the time allowances will be so generous that virtually all examinees will be able to complete the exam at their preferred pace. The Commission, which will pay all of the costs of providing the added time, took this action to reduce examinee apprehension while retaining the integrity of test content and passing standards.

Selection of Sections. To enable candidates to demonstrate their proficiency in each skill area, the Commission will allow examinees to take any or all sections of the CBEST each time they take the exam. Examinees will not be required to complete sections of the exam for which they feel unprepared. Furthermore, the Commission will not require examinees to declare in advance which section(s) of the exam they plan to take on a given date.

Emergency Registration. Recognizing that candidates may learn about the exam requirement after one of the existing registration deadlines (or even after one of the late registration deadlines), the Commission established an emergency registration policy. Examinees will be allowed to register as late as the Tuesday before the Saturday test date, for an additional fee of forty dollars. The Commission hopes this policy will assist candidates and facilitate the admission of program applicants as well as the employment of interns and teachers from other states.

Performance Information to Examinees. Beginning next fall, examinees who do not pass a section of the exam will receive more detailed information about their performances in relation to each domain of basic skills. Examinees who fail the Reading, Writing or Mathematics Sections will receive detailed score reports about their performances on specific reading, writing and math skill areas. The Commission will pay the cost of providing this information to thousands of examinees, and hopes the information will assist them in improving their skills. At the same time, copies of examinees' actual essays in the Writing Section will no longer be made available.

Earlier Score Reports. Beginning next fall, CBEST scores will be reported to examinees three weeks after each test date. The Commission will pay the additional cost of distributing score reports one week faster than previously. Hopefully, this service will accelerate the admission of program applicants and the hiring of new teachers, and will reduce examinee uncertainty and frustration.

Better Information to Institutions. The Commission will begin to provide more detailed information to institutions about the performances of groups of examinees. If institutions would like to use their own computers to complete further analyses of CBEST results, this information will be available to institutions on computer disks.

Abbreviated Registration Form. When examinees register to take the CBEST in the future, the registration form will be different than it has been previously. The Commission hopes that registrants will find the revised instructions clearer and briefer than has been the case.

With the exception of the emergency registration service, the Commission will pay the costs of these improvements in the administration of CBEST. Consequently, the basic fee for CBEST registration ($40) will not change this year.

The Commission was also pleased to announce on March 3 the selection of National Evaluation Systems, Inc., to administer the CBEST exam six times per year for the next three years. Questions about CBEST administration changes can be directed to NES in Sacramento at 916-928-0212.

Beginning in August, 1995, the CBEST Mathematics Section will be different than it has been. Previously, all of the math skills were confirmed by practicing teachers and other educators to be very important skills for new teachers. In response to more recent research sponsored by the Commission, the Math Section will include only those skills that current teachers use in their professional positions. A detailed description of the math skills being retained in the exam will appear in the new *CBEST Information Bulletin for 1995-96*, which will be distributed concurrently with this newsletter.

With the improvements in CBEST administration policies and the changes in math content, the CBEST will continue to be consistent with national testing standards. The Commission is pleased to adopt each change in order to foster the successful demonstration of proficiency by each qualified candidate for professional credentials in California education.

RESOURCES AND SOURCES OF KNOWLEDGE

"The Roles and Challenges of People of Color, Whites, and Interracial People as Anti-Bias Trainers"

NAEYC, 1993

C.Alvarado-Kuster, P. Brady, L. Derman-Sparks

Resources for teacher trainers

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··Cummins, J. "Empowering Minority Students" *Harvard Education Review*, 1986,56.

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··Horton, M. & P. Freire.(1990).*We Make the Road by Walking*. Philadelphia: Temple University Press.

··Katz, J. (1979). *White Awareness: A Handbook for Anti-Racism Training*.,by Judy Katz, Norman: University of Oklahoma Press.

··McIntosh, P. (1989). "White Privilege:Unpacking the Invisible Knapsack"", *Peace and Freedom Newsletter*,July/Aug..

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WHEN CHILDREN NOTICE RACIAL DIFFERENCES

When do children form their earliest ideas about themselves and other people? Researchers such as Louise Derman Sparks and the ABC Task force, authors of Anti-Bias Curriculum, have found that children as young as two have begun to develop a sense of cultural identity. Much of the ground-work for their self-esteem and view of others has been laid before they step through the kindergarten door, asserts Sparks and her team. Here are their insights.

TWO YEAR OLDS

- Notice physical aspects of identity and are curious about skin color, hair color and texture, eye shape and color, and other physical differences.

- Begin to learn and use gender labels and color names which they apply to skin color.

- May show signs of pre-prejudice: behavior that indicates discomfort, fear, or rejection of others based on differences.

- Can take first steps toward appreciating physical and cultural diversity.

THREE AND FOUR YEAR OLDS

- Notice their own and others' physical traits, and wonder where they fit in. Determining their own identity is a key task.

- Are curious about how they got their skin, hair, and eye color.

- May ask why people who are identified as white, black, brown, or yellow don't really have those skin colors.

- May question more subtle differences, such as why two people with different skin colors are part of the same group.

- Wonder if skin, hair, and eye color remain the same, as they recognize that growing and getting older brings physical changes.

- May begin to show discomfort or fear of others based on another's difference: racial, ethnic, or differently-abled.

FIVE YEAR OLDS

- Begin to build a group identity, as well as an individual identity . This can surface as behavior that excludes others.

- Can more fully explore and comprehend the range of differences and similarities between racial and ethnic groups.

- Begin to grasp scientific explanations for differences in skin color, hair texture, and eye shape.

- Begin to understand the concept of family traditions.

- Begin to make connections between their individual and family identity and their larger ethnic group.

WHAT TO TEACH AND WHEN TO TEACH IT

KINDERGARTEN TO GRADE TWO

Talk about:

- what makes each person unusual and different from all others;
- what traits we share and how they connect us;
- the difference between facts and interpretations or opinions;
- that we are all part of a larger family: our class, our school, our community and our world;
- what we can learn from asking questions of others in our class and in our community;
- what we can do to promote understanding in our class, school, and neighborhood.

GRADES THREE AND FOUR

Talk about:

- what makes our community unusual and different from all others;
- what traits unite our community and why they are important to us;
- how communities in different parts of the nation and world are like and different from ours;
- how local history has shaped our community. Who lived here in the past? What did they contribute? Do they still live here?
- what we can do when we see bias and injustice in our community.

GRADES FIVE AND SIX

Talk about:

- how understanding your history enhances your self-respect;
- how learning about others' experiences leads to mutual respect;
- how each person has the power and responsibility to act fairly;
- inclusive instead of exclusive behavior-that there are no such people as "others" there is just "us" ;
- how violence doesn't solve misunderstandings, it only reinforces them;
- how, though we may all be different, we are all citizens of the same world;
- how a peaceful future hinges on how well we tolerate, accept, and understand each other.

Adapted from Making Connections: A Multicultural Core Curriculum, 1989, New York City Board of Education.

YOUNG CHILDREN. V. 44, no. 6 (Sept. 1989)

What's in a Name?

In Particular, a Southeast Asian Name?

Robert D. Morrow

One of our most prized possessions is our individual name. Most of us consider our name uniquely ours; we take pride in it and have preferences as to how we want to be addressed. Research suggests that our names have a strong influence on our self-image, which in turn affects how we function in life (Briggs, 1975). Therefore, it is important to respect and use correctly the names of people of other nationalities.

In the past 10 years, a tremendous number of Southeast Asian children has entered U.S. schools. Many teachers are baffled by these children's names. They ask: "Does the family name always go first?" "Should I address the child by his first name or his last name?" "How should I greet the parents? As Mr. Nguyen or Mr. Lo?" As caregivers and teachers of young Southeast Asian children, we have an obligation to learn more about the use of their family and given names.

© Rick Reinhard

The structure and use of names among the four Southeast Asian subgroups—Vietnamese, Cambodian, Laotian, and Hmong—vary, sometimes considerably, and so each group will be described separately.

Vietnamese

Vietnamese names consist of three components: family name, middle name, and given name, always in that order.

Example: Nguyen Van Hai
Family name: Nguyen
Middle name: Van
Given name: Hai

Vietnamese are almost always called by their given name (Hai) and very seldom known by their family name (Nguyen). The family name will seldom appear by itself (Mr. Nguyen) but can be used as part of the full name (Mr. Nguyen Van Hai). A political person who wants to distinguish himself from all others might use his title and family name. The best known example is Ho Chi Minh, who was referred to as President Ho. His-

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Robert D. Morrow, Ed.D., Associate Professor of Special Education at the University of the Pacific in Stockton, California, has worked with Head Start programs with a high population of Southeast Asians.

Author's Note: *This article is dedicated to the five young Southeast Asian children who were victims of an assassin's bullets at Cleveland Elementary School, Stockton, California, on January 17, 1989. I hope this and other articles on Southeast Asians will promote a greater understanding and appreciation of Southeast Asian cultures.*

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torically, kings have always used their dynastic name and never used their given names.

Of the more than 50 million Vietnamese, about 25 million share the family name of Nguyen. Some historians claim the reason for the mass adoption of Nguyen as the family name dates back to A.D. 1225 when the Nguyen dynasty overthrew the Ly dynasty and forced all the Vietnamese with the family name of Ly to change it to Nguyen. It was common for subjects to assume the dynastic names of the reigning king.

In the past 10 years, a tremendous number of Southeast Asian children has entered U.S. schools.

Thirty percent of the 50 million have one of 11 family names: Duong, Dao, Dang, Dinh, Do, Hoang (or Huynh), Le, Ngo, Pham, Tran, or Vu (or Vo).

Unlike the U.S. custom of the wife assuming her husband's family name (or joining his to her family name), the Vietnamese wife usually keeps her own family name, never combining it with her husband's family name. Children always assume the father's family name.

The Vietnamese carefully choose given names. They usually have special meaning and are selected to reflect the parents' aspirations for the child. Any name can be used for either a boy or a girl. However, there are a few names that are given more often to girls than boys. When naming a newborn, parents are prohibited from using the given name of the father, grandfather, or other close male relative. Children from large families may be given numerical names as a quick means of identification. For example, children may be named Hai (two), Ba (three), Tu (four), or Nam (five) (Lewis & Roelen, 1982).

Although the Vietnamese would most likely use the given name over the family name, they usually avoid it when addressing anyone except a close friend. In conversation, names are rarely used to address a person, as this is considered impolite. Rather, a personal pronoun or polite term is used instead (e.g., Little Sister, Oldest Uncle, etc.). Other types of "honorific" terms include "Honored Teacher," "Wise Doctor," and the like (Tebeau, undated). Using the given name of someone superior in social status, age, or rank in the extended family is taboo in Vietnamese culture.

Middle names are commonly used to differentiate between a male's name and a female's name when the given name can be either male or female. For example, Thi is a common middle name for girls and Van a common boys' middle name.

Cambodian

Prior to the arrival of the French in Cambodia (in the 1860s), Cambodians had just one name. Chosen by an astrologist after he studied the individual's horoscope, each given name has special meaning to the individual. Cambodians prefer to be addressed by their "special" given name.

The French introduced the use of a family name and a given name. Usually the family name comes from the given name of the great-grandfather, grandfather, or father. An example of a Cambodian's name would be:

Family Name: Chan
Given Name: Sa Mol

Middle names are not commonly used even though Cambodians often have three names, two of which serve as the given name and the third as the family name. Cambodians may be addressed by both the family and given names or just the given name (Lewis & Roelen, 1982).

When addressing a Cambodian man, the formal greeting is Mr. Chan Sa Mol or Mr. Sa Mol. It is considered impolite to use only the family name (Chan). A more informal way would be to use just the given name (Sa Mol). A Cambodian single woman should be formally addressed by her family name first (Kek), then her given name (Sisouat), or Miss Kek Sisouat. When a Cambodian woman marries, she may retain her own family name or, if she chooses, take her husband's.

When addressing older people, it is customary for young people not to call them by name. Rather, the may refer to them as Aunt or Uncle, Grandpa or Grandma. This is true even if the elders are not the child's relatives. People of the same age usually call each other by their given names, especially if they are good friends (Ouk, 1983).

Laotian

In contrast to other Southeast Asian names, Laotian names are usually multisyllabic (e.g., Hanesana, Koulavongsa, Mahavanh, Sysavath) (Bling, 1987). Laotian names are written in the same order as American names: given name first, then family name. An example

Are people from Vietnamese, Cambodian, and Laotian cultures all the same to you?

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would be Thongdy (given name) Sourivong (family name). Laotians do not usually have middle names.

The Lao given name often falls into two parts, a common prefix (Kham, Boun, or Thong) and a common suffix (Say, Phanh, Sy). Close friends may skip the prefix and call each other by the suffix (e.g., Khamsay would be Say, Thongphoun simply Phoun).

In Laotian culture, naming a child requires a formal ceremony that takes place in the parents' home in the presence of the relatives. The parents will often ask a Buddhist monk with some knowledge of astrology to select the child's name. A feast follows the ceremony. The names have meaning, usually positive. For example, *Souksomboun* means "health and abundance" and *Sayasithsena* means "victory" (Lewis & Roelen, 1982).

Lao husbands and wives use the same family name. Titles, however, are usually used only with the given name. Thongdy (given name) Sourivong (family name) would be addressed as Mr. Thongdy, not Mr. Sourivong. Family names are used in writing, not in speaking.

Hmong

The Hmong, often called the Lao-Hmong, are a large group of Southeast Asians who live in the hill country of Laos. They have their own distinct culture and language and prefer to live in the mountains (elevation from 3,000 to 6,000 feet), where the climate is cool. They are best known as the celebrated "jungle fighters" who were singled out among the major Southeast Asian ethnic groups by the United States to collaborate with U.S. armed forces during the Vietnam War.

A unique aspect of the Hmong culture is the clan system's impact on names. There are 21 clans in Hmong society, with the basic unit being the *household*. Unlike a household as Americans know it, consisting of only the nuclear family, the Hmong household includes all people who are under the authority of the householder, usually the patriarch. Thus, a household might consist of a man's wife or wives, his children, their wives and children, and possibly children in the next generation. Additionally, mentally or physically feeble relatives who are not able to function normally may be members of a brother's or son's household. It is customarily forbidden for a member to marry within the clan. All clan members are treated as brothers and sisters.

All members of a household carry a clan name in addition to their given names. Clan names are usually rooted in mythology (Barney & See, 1978). According to the ERIC Clearinghouse on Languages and Linguistics (1981), of the 21 clan names, only the following are commonly used: Xiong, Vang, Lee (Ly), Lo, Hang, Thao, Kue, Heu (Her), Chang, Vue, Cheng, Kha, Kong, and Pha. Most Hmong do not have a surname and adopt their clan names as surnames for official purposes.

Have you ever heard of the Hmong?

Children receive given names when they are born, with a ceremony taking place 3 days after birth. The child is not given a middle name and will be addressed by her given name until she can socialize. After that time, either the surname or given name may be used in the first position, depending on the individual's preference (ERIC, 1981).

An "honorable" name is given when a person is married and established. Being established means that a man has reached a stage of life that entails more responsibility (e.g., becoming a father). An example of a Hmong man's name is:

Given Name: Sao
Clan Name: Thao
Honorable Name: Chu
Possible Mature Name: Chu Sao Thao

Treating a person's name and culture with respect is part of respecting that person.

When a Hmong woman becomes a mother, she may be addressed as *Nia* (mother), adding either her first child's name or her husband's name. An example would be:

Full Name: May Xee Vang
First Child's Name: Tou
Husband's Name: Sue
Two Possible Names:
Tou Nia (Tou's mother)
Nia Sue (Sue's wife)

Further, a Hmong woman will continue to think of herself as a member of her father's clan even after she has married and become a member of her husband's clan. When asked for a family name in the United States, she will often give her father's clan name, which can cause confusion (ERIC, 1981).

Summary

As young Southeast Asians enter preschool programs and primary grades, it is critical that caregivers and teachers learn how to use both the child's and parents' names properly. Proper address can contribute to developing good rapport with the children and making their experiences in child care centers, preschool programs, or primary classrooms a rewarding one. Also, it may serve as the beginning of a positive school-home relationship between caregivers and teachers and the newly settled families. Therefore, when addressing Southeast Asian children and their parents, keep in mind the following suggestions:

Do's

1. Recognize the differences in names among Vietnamese, Cambodian, Hmong, and Laotian.
2. Learn to pronounce their names clearly, correctly, and in the Southeast Asian way. For example, Nguyen Van Thu is pronounced Wen Van Tu (Vietnamese). Sok Phoung is pronounced Sawk Poong (Cambodian).
3. Teach children to write their names in the American way.
4. Respect the "special" quality of given names.
5. Recognize that the family name is placed first as an emphasis of a person's roots.
6. Determine if the family has chosen to "Americanize" the use of the family name. If so, call the child by his preferred name.
7. Respect the child's choice of name.

Don'ts

1. Assume all Southeast Asian names are used in the same way.
2. Call a child "Nguyen," "Chan," or "Sourivong," as it is improper to address a child by the family name.
3. Neglect to show children the differences in writing names in the American and Southeast Asian ways.
4. Treat the names as unimportant.
5. Minimize the importance placed on the family's roots.
6. Assume that all Southeast Asians will prefer the use of their given name only. Instead of being called Mr. Van, the father may want to be called Mr. Nguyen.
7. Change the name in an effort to Anglicize it. For example, don't call Vinh Vinnie or Nhung Nancy.

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Readers interested in how to deal with and teach diversity will want to read *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman-Sparks, NAEYC #242, $7.

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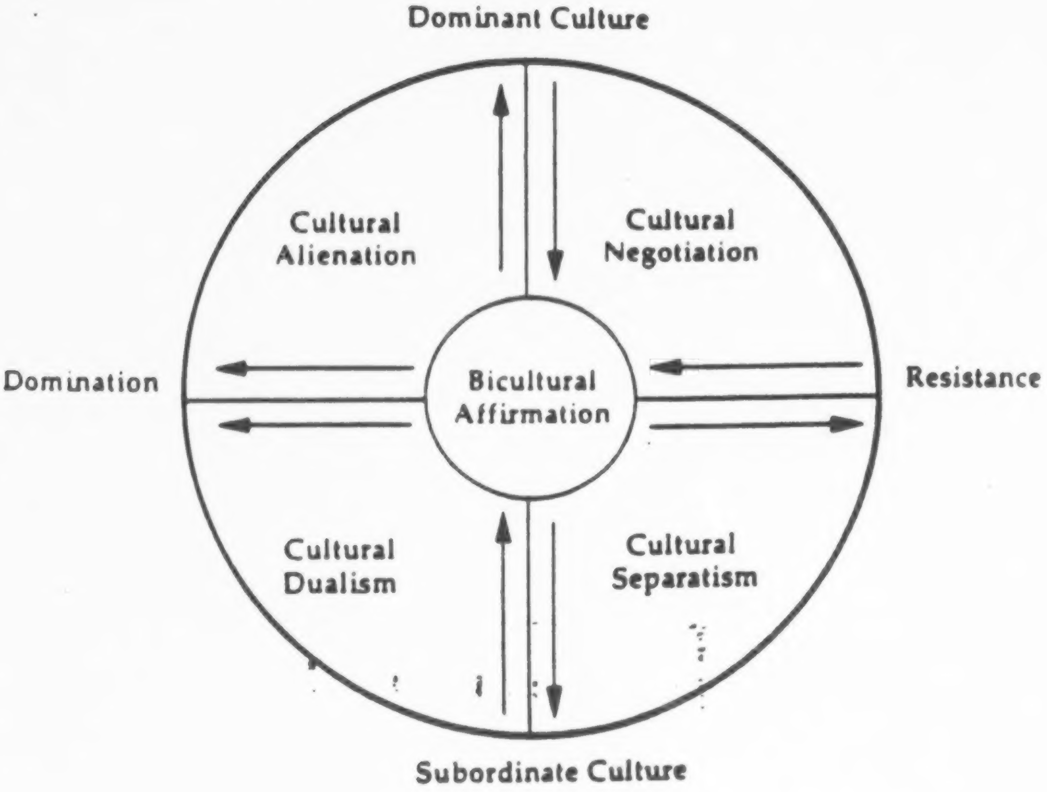
Appendix A

Sphere of Biculturalism


Dominant Culture
Cultural Alienation
Cultural Negotiation
Domination
Bicultural Affirmation
Resistance
Cultural Dualism
Cultural Separatism
Subordinate Culture

Source: Antonia Darder, Phd., (1991). Culture and Power in the Classroom

BICULTURALISM IN EARLY CHILDHOOD EDUCATION

by Julie Ruelas

Where are we going with bilingual/bicultural education? From the preschool on through the adult level of education there has been some progress in the past decade toward the establishment and development of bilingual programs, yet the journey toward the development of healthy biculturalism in our children of color has been arduous and lacking in direction. For the most part children of color are expected to succeed within a system that is better suited for families raised according to the value system of the dominant culture. Even at the level of higher education, bicultural educators and students alike are often faced with affective obstacles that stem from a lack of a bicultural discourse. Reflecting on this same issue, I once wrote these thoughts:

"Not everyone has to fit into a certain mold. There are so many different and appropriate responses, as well as, character traits and teaching/learning styles."

These statements are meaningful to me in relation to my experience as an educator of early childhood professionals, in particular as a bilingual/bicultural Latina educator. For the most part, I find that I've resisted the tendency to fit the mold, to try to develop all of the same qualities as other early childhood professionals. I've discovered that I have my own unique combination of qualities and teaching style, which have helped me to succeed in my instructional endeavors and other challenges.

These qualities stem from the bicultural socialization I experienced as a child and young adult. I was raised to be respectful towards others, yet I learned to be straightforward at times. I was raised to be modest and humble, yet I've learned to accept and enjoy recognition and "glory." I was raised to place much value on spirituality, yet I've learned to take care of my material possessions. Family togetherness and unity are important to me, yet very often I seek privacy and solitude. I'm sensitive to the opinions of others about me, and after some reflection I will sometimes confront those who have disempowered me with their comments, actions and decisions. Thus, as a functioning Mexican-American, the existence of several dynamic polarities (Erikson, 1950) are built into my identity.

As an early childhood professional I'm constantly putting new experiences and knowledge into the context of early childhood education and childrearing. I always apply a bicultural perspective because I strongly believe that this must be the basis of a quality childcare program. A family's culture and heritage is the greatest part of who they are. If you take that away, if you don't acknowledge it, and if you try to change it, these children could be among the many bicultural individuals in our society who have become "Americanized", but who have been marginalized. They may be among those who are unable to function well in either or both cultural contexts - that of their primary culture and that of the dominant culture.

One former teacher from Vietnam, who now lives on welfare in Sacramento referred to his own children's "tangled assimilation as 'crippled Americanization.'" I contend that these children are crippled in the sense that they are moving away from bicultural affirmation. They have either not internalized the values of the dominant culture in a productive and positive way, or cannot live according to those values due to obstacles in their lives, like racism, different forms of abuse, inadequate social services and education - all of which impact upon the other. If they've rejected many of the values of the dominant culture in favor of those of their primary culture, they may still experience a kind of marginalization due to the overpowering presence of the mainstream value system via education and media.

What role do schools and child care programs play in the healthy development of these bicultural children? I believe that schools need to empower children and families by helping them to consciously perceive the value system of the mainstream society, as well as their own personal value systems. They need to be clear about how they will work together to help the child feel supported in his/her efforts to become competent and to form a healthy bicultural identity. This can be accomplished by forming what Paolo Freire refers to as a culture circle. By means of a culture circle the teacher can establish a dialogue with the families she serves - a dialogue in which an understanding is built amongst the families and teachers regarding educational expectations and their varying value systems, as well as, one in which the teacher conveys the message that she is their student, and they are her students.

In working with bicultural preschool children, a teacher has the challenge of learning about each child to find out about his/her understanding of the world. This can be the starting point for curriculum development. This information can be acquired by observing the children as they are engaged in dramatic play, through one-on-one conversations, by means of their art work, by sharing a book together and through parent input.

If the child's primary language is other than English, whenever possible teachers need to provide instruction in the child's primary language. According to Jim Cummins of the Ontario Institute of Studies in Education, fears that primary language instruction comes as the expense of English acquisition has no evidence to support it. (Cummins, 198).

He's found that many literacy skills and thinking strategies should be first mastered in the child's primary language. After reaching an advanced level of second language proficiency, whereby the child has acquired an adequate amount of academic vocabulary in the second language and has been exposed to a broad range of knowledge in the primary language, the child will then be ready to receive full instruction in English.

At the preschool level teachers often attempt to expose the child to the English language, so that they can hopefully get a headstart and be able to go right into the English only classroom from the kindergarten on. The problem is that in one preschool year the child may only acquire a limited conversational vocabulary in English. Much of the child's thinking will still continue to take place in his/her primary language. The child's highest potential will best be reached through primary language instruction, particularly if that language is shown to be valued, and if the primary language continues to be reinfored even after the child has begun to receive some academic instruction in English.

At each age level students will come with their differing needs for language and literacy development, but also with their varying levels of assimilation and bicultural development. Teachers as well as teacher trainers need to develop an awareness of the broad range of communication styles, value systems and cognitive styles that exist, even within a single ethnic group. With this in mind early childhood professionals must be prepared to offer a full menu of teaching strategies, in which art, music, dance/movement, literature science, math and social studies are integrated throughout a transformative curriculum.

The idea of integrating the disciplines implies the need for teachers to begin to think more creatively, and to open their minds to a broader spectrum of possiblities. It implies a new challenge in the teaching/learning process. It forces teachers to ask: Is the traditional method of separating the disciplines not as conducive to learning for many students of color? Do bicultural children and youth manifest their intelligence in ways beyond what traditional IQ tests look for? Have many children of color been denied the right to a quality education by expecting them to conform to a prescribed academic program that devalues the arts?

As teachers come face to face with these issues, and with the tremendous challenge of revitalizing bilingual education, as well as, bicultural education for second language learners and students of color at all developmental levels, positive change is inevitable. This is especially true if:

- the social value of the student's home language is upheld;
- each student is viewed in the context of her/his family and unique bicultural experience;
- a variety of learning styles are acknowledged, and activities are planned with respect to those learning styles;
- and the educational objectives consistently address the development of bicultural affirmation in students of color, so that they can acknowledge and affirm their connections to their primary culture and to the dominant American culture.

Schools need to help families consciously perceive the value system of the mainstream society, as well as their own personal value systems. They need to be clear about how the family + the school will work together to help the child feel supported in his/her efforts to form a healthy bicultural identity.

QUESTIONS TO SPARK A CULTURE CIRCLE

What is the role of the older child?

What is a mother's role?

When do you find it necessary to discipline your child?

How do you feel when you discipline your child?

How do you feel when you spank your child?

What is the relationship of the grandparents to the other members of the family?

What is your view on the size of families?

How is a new baby welcomed into the family & the community?

Describe an evening meal time in your home.

What do you want most to teach your child?
(something you know, believe, ...)

How can we show respect to one another even when we are different and sometimes disagree?

What do we have in common?

What is different about us?

How do we get to know each other's sensitivities?

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Note: For additional sources of teachers' stories, please contact Nancy Maldonado or Mariann Pezzella Winick.

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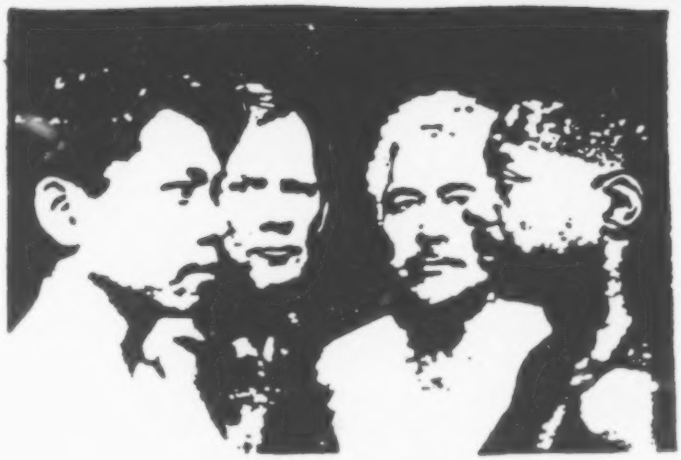
GREENBURG, JOANNE, NO RECK'NING MADE, NEW YORK, H. HOLT, 1993 177



"The Color of Fear" is a groundbreaking film about the state of race relations in America as seen through the eyes of eight men of various ethnicities. Working from a psychosocial viewpoint, "The Color of Fear" examines the effects that racism has had on each of the men. One by one, the men reveal the pain and scars that racism has caused them; the defense mechanisms they use to survive, their fears of each other, and their hopes and visions for a multicultural society.

The men featured in the film are of African, Asian, European, and Latin American origins. The filming took place over the course of three days in Mendocino County, California. While making the video, the men ate, slept, and socialized with each other. All of the dialogue is spontaneous and unscripted. For some of the men, it was the first time they shared their thoughts on racism with men of another ethnicity. Out of their intimate and intense confrontations emerges a deeper sense of understanding and trust for their uniqueness and common desire to be accepted and understood.

I decided to do this type of film because I felt there was a need in our society today to face our fears of each other. Fears that are rooted and perpetuated by racism. I have long felt that the dialogue around racism was seldom from a multicultural approach, with each ethnicity given an equal opportunity to speak and to be represented. Nor were there many representations in the media or in our institutions of people of all cultures coming together to speak about their fears and prejudices of each other in a peaceful, confrontive, and intimate way. "The Color of Fear" is an emotional, insightful portrayal of the problems of talking about racism in America. It's aim is to illustrate the type of dialogue and relationships that are needed if we are ever to have a truly multicultural society based on equality and trust.

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Jan Barnett

College Description

Desert Community College District consists of two campuses which are 60 miles apart and serve very different populations. The larger campus, College of the Desert, is located in Palm Desert serving students from the entire 6000 square mile Coachella Valley. The second campus, Copper Mountain Campus, located in the Morongo Valley serves three rural communities and a Marine base.

The lower desert, served by College of the Desert, has a large Latino population who reside mainly in the eastern part of the valley. Courses are offered at Indio High School in the evenings in an effort to make college classes more accessible to that population. Information regarding classes offered in the eastern valley are all translated into Spanish and are given wide distribution by the coordinator of the educational programs offered there.

1994-94 Activities

I began the year by organizing an inservice for the Early Childhood adjunct faculty and the Child Development Center staff. The workshop was held over 2 evenings during the regular college Flex Week. I applied to the classified and faculty staff development funds to pay staff to attend both evenings. The two 3 hour workshops were repeated for the same group during Flex Week prior to the spring semester.

The content of the first workshops was sensitivity to diversity issues that are faced by ECE students and by teachers of young children. As we went around the group to introduce ourselves I asked them to include the size of familiy in which they grew up. (Since I was going to have them divide into groups based on faily size, this allowed me to know if the groups would be balanced.) We began the process by dividing into groups based on number of children in our families of origin. Since there were about 15, I asked those who were "only children" to be one group, those from families of 2 or 3 children to be the second group, and those from larger families were the third group.

Their task was to discuss strengths and limitations of the size family in which they were raised. The identified strengths and limitations were then shared with the entire group. It was interesting to see that in the "onlies" group each wrote her own list, the 2 and 3 children group wrote no list as they were confident they could remember the important issues, and the large family group cooperated in writing one list. This proved to be a very informative and valuable activity to get the workshop off in the direction I planned to go.

This activity led directly into a discussion on the "deficit-difference" controversy. I also did a mini-lecture on endemic vs pathological prejudice. Two activities from last year's institute that we did were the "Abian and Bebian" cultures and the interviews. Both activities the participants felt were very meaningful. With the cultures activity they responded that they were surprised at how much they did not want to interact with the "other" culture but wanted to go back to their own culture group.

For the interview activity, I asked the following people to answer the questions (they were given a copy of the questions I would ask): an adjunct faculty in sociology who also is a counselor for our division and an African American; a center staff who is both Latina and wheelchair bound, I asked her if she would like to answer the questions from the persepective of having a disability or being Latina and she chose disability; a center staff member who is a single parent; and an ECE adjunct faculty who is Jewish. The interviewees all expressed gratitude at being asked to participate and the Jewish faculty member stated that those were questions she had never thought about. The African American besides being very charismatic shared with us stories from his childhood as his grandfather had been a slave.

The content of the second set of workshops at the beginning of the spring semester was language acquisition. The first evening one of our adjunct faculty who is fluent in French did a comprehensible language lesson for us. Applying those principles to the college classroom and to the preschool was the remainder of that session. The second evening Jan Jipson presented work she has been doing in this area.

The series of workshops was well received and I noticed a difference in the center staff in the way they responded to issues relating to our children and families who are learning English. Faculty reported that they are including information about all diversity issues into their regular curriculum.

Additional Activities

Having received a New Horizons grant to be able to offer the basic 12 units of ECE in a format that would allow for students learning English to be successful in those classes, I was able to put the basic tenets of ACCESS into practice this year. In this program, the lectures and texts of the classes are in English but small group leaders are available to assist those students who need help understanding the concepts. Students have the option of writing assignments in English or Spanish. The first 4 units of this program were offered this spring and were very successful. The same teacher will teach all 12 units and her small group leaders are also committed to working with all of the classes. By spring 1996 the students will have completed 12 units enabling them to begin working as a Title 22 teacher or apply for an Emergency Children's Center Permit. I recruited students for these classes from the local ROP classes and from high schools.

I also serve on the advisory committee for a program that is providing training in Spanish to women who are currently (or will be in the future) providing child care in their homes. This project aims to increase the number of licensed family child care homes available in the area, especially to Spanish speaking families. I received a grant for $5000 from the Child Development Training Consortium to provide training to familiy child care providers, so I met with the Coachella Valley Child Care Association to determine their training needs as well as the advisory committee. With the funding we provided a half day conference in March, an ESL class specifically aimed at potential ECE students, a series of 8 workshops with 4 in Spanish and 4 in English and 2 one-unit classes, Licensed Family Child Care (English only). These training activities were not as successful as I had hoped, partly due to timing. The ESL class started with about 10 students, but a few did not return as the instructor does not speak Spanish and the students were frustrated as they could not communicate with her at all. Others left as it was grape harvest season and 2 nights a week for the class was more then they could spare with the need to work.

Other constraints were the lack of child care during the classes and the late start of the class. The class did not start until mid semester and extends beyond the end of the semester. Motivating students to come to class when all the other programs are on vacation has been diffficult. The ESL class will end with 3 students. I will meet with them before the series ends and advise them as to how to go about continuing in the regualr ECE program.

The above constraints also limited the number of attendees at the Saturday morning workshops. Additionally, licensing and the nutrition program had mandatory meetings on some of the Saturdays further dividing the potential audience. I did not have the grant until mid spring and the money needed to be spent by the end of June, so there were some constraints that were unavoidable.

Looking Ahead

In discussion with the teacher of the ESL class, she stated that those students who had some ability in English when they started did complete the class but those with little or no English really need to be in a class with a Spanish speaking instructor. At this point I do not know if funding will be available to continue this effort. I have asked the Advisory committee for the spanish language trainings to send a letter to the college asking that the ESL class be offered again and on a year round basis, as they felt that it was worthwhile and should continue.

I will investigate the issue of a Spanish speaking instructor for the class, especially since many wishing to participate had no English.

Final Thoughts

Working through the evaluation materials and developing action plans has been very worthwhile. Several of the plans require funding, funding which is and will continue to be in short supply. This year I have been able to do some innovative and creative things with funding from the Child Development Training Consortium and with New Horizon and V.A.T.E.A. funding, but all of those may disappear buy the end of next year. Finding other sources of support will be the next challenge.

I have enjoyed this project, meeting peiople from all over the State and bringing ideas back to our group here. I volunteered to present workshops to ECE faculty and center staff both for Riverside Community College and Mt. San Jacinto College, but have not had my offered accepted at this point.

For Chancellor's Office Use Only

Application No.: ____-94-____

APPLICATION COVERSHEET

For Applications Under
The Community College Fund for Instructional Improvement

District: Grossmont-Cuyamaca **College:** Grossmont

Project Title: Model Child Development Transfer Program

Check one of the following: ☒ One-Year Project ☐ Two-Year Project

☒ Check this box if this application makes a significant impact on a systemwide need.

☒ If project is to be conducted through a consortium effort, please check this box.

Complete a Consortium Data Sheet and attach directly behind this coversheet.

PROJECT DIRECTOR – Person who will actually carry out the project:

Name: Sheridan DeWolf

Title: Child Development Program Coordinator Phone: 619 465-1700 vm 3051

PROJECT SUPERVISOR – Person who will have overall supervisory responsibility for the project:

Name: Lois Knowlton

Title: Dean, Business/Professional Studies Phone: 619 465-1700

DISTRICT DEVELOPMENT OFFICER – A district employee who will serve as the Chancellor's Office contact person for the project:

Name: Andrew J. DeCraene

Title: Vice Chancellor-Business Phone: 619-465-1700 (Ext. 575)

REQUIRED SIGNATURES

College Academic Senate President:

Name: Margaret Hovde Phone: 619 465-1700

Signature: Margaret Hovde

College President:

Name: Richard Sanchez Phone: 619 465-1700

Signature: Richard R. Sanchez

District Superintendent/President:

Name: Vice Chancellor-Business: Andrew J. DeCraene Phone: 619-465-1700 (Ext. 575)

Signature:

SUBMIT ENTIRE APPLICATION BY MONDAY, MARCH 14, 1994

238 'FII RFA-AC (12 93)

BEST COPY AVAILABLE

APPLICATION CONSORTIUM DATA SHEET

1994-95 Community College Fund for Instructional Improvement

☐ If this proposal is a consortium project, please check here.

Complete the following information for each college of the consortium. Use additional sheets if required. Attach this form directly behind the coversheet.

District/college: Grossmont College
Address: 8800 Grossmont College Dr., El Cajon,CA 92020
Project contact (name): Sheridan DeWolf
Phone No.: (619) 465-1700 voice mail 3051
Amount of dollars contributed to project by the district/college: $13,125
Role of district/college in the consortium design: Project will be based at Grossmont College, with prime focus of activities centered on Grossmont College Child Development Curriculum.

District/college: San Diego State University
Address: Campanile Dr, San Diego CA 92115
Project contact (name): Dr. Francine Deutsch
Phone No.: (619) 594-1591
Amount of dollars contributed to project by the district/college: $15,446
Role of district/college in the consortium design: San Diego State University will work concurrently with Grossmont College to create transfer program.

District/college: Pacific Oaks College
Address: 714 W. California Blvd., Pasadena, CA 91105
Project contact (name): Carol Sharpe
Phone No.: (805) 969-0012
Amount of dollars contributed to project by the district/college: $1000
Role of district/college in the consortium design: Advisory, representing the Advancing Careers in Child Development: California Plan Project.

APPLICATION ABSTRACT

1994-95 Community College Fund for Instructional Improvement

RFA No: 04-0001
Project Title : Model Child Development Transfer Program

Project Director: Sheridan DeWolf
Organization: Grossmont-Cuyamaca Community College District
Address: 8800 Grossmont College Dr.,
City, State, Zip: El Cajon, California 92020
Phone (619) 465-1700

This consortium project with systemwide impact will develop a model Child Development (CD) transfer program by reviewing, revising, and articulating programs at Grossmont College and San Diego State University.

Work will be done in conjunction with the "Advancing Careers in Child Development: California's Plan". This statewide plan is a result of 2 years work by over 100 policy makers representing all aspects of CD education in California. Policy makers included Sheridan DeWolf, Grossmont College, and leaders from other California Community Colleges (CCC's), universities and high schools. "California's Plan" is to "create a coordinated state system that offers clear career pathways with articulated training and credentialing." It will eventually impact all CD programs at CCC's and California State Universities (CSU's) by creating standards for the California Commission on Teacher Credentialing for the new Child Development Permit.

The five phases of this project are:

1. Child Development curriculum review including input from an advisory committee focusing on special needs children and multicultural/multilingual components

2. Curriculum revision based upon committee recommendations

3. Comprehensive articulation planning between the two institutions

4. Development of an articulated model child development transfer program

5. Dissemination of the prototype via brochures, implementation manual and conference presentations.

The systemwide impact of this FII project is to provide all CCC and CSU CD programs with the implementation manual describing the fully articulated transfer program. The improved seamless curriculum will benefit all students especially working and re-entry students.

MODEL CHILD DEVELOPMENT TRANSFER PROGRAM

Introduction

"As America's family and employment patterns change, the need for child care is increasing dramatically. Today growing numbers of children are living in poverty. More than half of all new mothers return to work during the first year of their babies' lives. Research has documented the long term value of high quality early educational opportunities for low-income children. These are among the factors which have come together to produce the demand for more and better early childhood programs in this country."

California Child Care Policy Coordination Project
Implementation and Dissemination Proposal-January 1992

The most common vocational goal for Child Development majors in California is employment in child care and preschool programs as teachers and directors. Entry-level teaching jobs require from 6 to 12 units of college-level Child Development coursework. These are usually the lowest paid jobs, often beginning at or near minimum wage. The highest paying jobs in this area are those that require a Children's Center Permit, a teaching credential issued by the California Commission on Teacher Credentialing. Supervision and lifetime Children's Center permits both require a Bachelor's degree in Child Development.

Community College (CC) and California State University (CSU) Child Development programs have evolved separate, autonomous programs to meet the training needs of the field. The subject matter in lower division CC classes often is the same as upper division CSU classes, so they cannot transfer and are repetitive for transfer students. Statewide, transferring credit for a completed CC Child Development program to a CSU is virtually impossible. Because the educational hurdles are too complex and frustrating to be surmounted, the CC students either bypass important classes or drop out, thereby remaining in lower paying jobs.

In 1991, a group of leaders in child care programs in California met at a Scholars Seminar to develop *A California Strategy for Training of Childcare Providers.* This two day meeting spearheaded a larger two year project that began in 1992 to further examine the educational as well as other needs of this critical workforce. This project , ultimately titled *Advancing Careers in Child Development: California's Plan,* was funded by the Conrad Hilton , James Irvine, David and Lucile Packard and Ralph M. Parsons Foundations. It was headed by Carol Sharpe after her retirement from the California Community Colleges Chancellor's Office: Child Development Programs and Services and Bakersfield Community College. This group began as 5 task forces comprising more than 100 experts and leaders in the Child Development field. Representation included public and private programs, colleges, universities and high schools, as well as leaders from the California Commission on Teacher Credentialing, the California Department of Education-Child Development Division, the California Community Colleges Child Development Programs Office, the Department of Social Services and Community Licensing Division. The scope of the project covered the range of public and private child care and education programs from birth through school-age. Sheridan DeWolf, of Grossmont College served on the

Transferability and Articulation committee of the *Advancing Careers* project.

In 1992, legislation was passed requiring the California Commission on Teacher Credentialing (CTC) to consult jointly with a number of agency and education representatives to examine the current structure of the Children's Center Permit. Because the *Advancing Careers* project was in place with CTC's involvement it was logical that it design the new permit structure.

The proposed new teaching credential will be titled the Child Development Permit. Candidates seeking this credential will have to be trained in a CTC approved program. These programs will be granted approval only after a detailed review of curriculum based on specific standards. This is current practice for institutions granting elementary and secondary teaching credentials.

Recently San Diego State University's School of Family and Consumer Sciences was reorganized. The emerging Department of Child and Family Development is at a crossroad, and this is an optimum time for reexamining the existing curriculum and requirements.

The San Diego State University and Grossmont College Child Development Programs intend to work together to redesign their Child Development Programs to meet the upcoming changes in the Child Development Permit and to prepare for the program review by the CTC. Our goal is to improve the transition from the Community College (CC) to the California State University (CSU) for the working child development student. This process will be a prototype for articulation and transfer for other Child Development and Vocational Programs.

1. IMPACT ON SYSTEMWIDE NEED: Basic Agenda Priorities

Transfer and General Education

The Articulation and Transferability Committee of the Advancing Careers project found no community college and four -year institution with a seamless transfer program. The only two four-year institutions that articulated well with the CCs were private institutions. Most CSU programs accepted 3 to 9 units of lower division CC Child Development work, if that.

The Advancing Careers project has estimated that California needs 20,000 newly trained child care workers this year, and these workers will not be traditional students. They are more likely to be economically challenged, re-entry working students and/or single parents who attend classes part-time. 106 Community Colleges and 16 CSUs offer Child Development or Early Childhood Education courses. Our proposed project will provide guidelines in revising curriculum to meet the new CTC standards thereby making more efficient use of diminishing educational dollars.

We will develop a fully articulated plan for Child Development majors to complete an Associate Degree at a community college that will transfer completely into a California State University. Better articulation between CC's and CSU's will enhance the transfer process and allow students to reach higher and better paid job levels without wasting hours and money an unnecessary and/or repetitive classes.

The goal is to create a user-friendly transfer model where back peddling is the exception and where upper- division courses are clearly distinct from lower division. This will make it easier to earn a BS degree in CD and enhance the chance for some students to continue on to earn a Master's degree. These individuals are needed in leadership in the state of California in positions where knowledge of Child Development is critical including a diverse teaching pool for the community college.

While our specific goal is to provide a transfer model for Child Development programs, our problem is shared by other vocational programs. In the majority of cases CSUs accept very little lower division work in the major. This model will be useful to other vocational programs.

Economic Development and Vocational Education

Child Development is on the Carl Perkins list of vocational programs. Most community college child development or early childhood education coursework is in the vocational education area. We will develop a model community college child development degree and certificate to reflect the proposed credential revisions for the Child Development Permit and to better meet the employment needs of the non-traditional student. In addition, a better educated and stable child care industry will better support working parents and contribute to overall health of the society and all vocational programs.

2. CONSORTIUM PROJECT

This is a consortium primarily involving the San Diego State University Child and Family Development Department and the Grossmont College Child Development Program. Together we will use the proposed curriculum standards for the Child Development Permit to review and revise curriculum in both programs. This process will involve major alterations in course content, prerequisites and other requirements. It will go far beyond the minor changes that occur in normal curriculum review. In some cases, certain courses will be taken apart, combined, eliminated and/or recreated. In other cases, articulation agreements will be developed to transfer or waive courses. By working together, special attention will be placed on clearly identifying upper and lower division work, designing programs that complement each other and creating programs that integrate student's work in child care with their educational program.

As part of the consortium we will create a cross-cultural advisory committee that reflects the diversity of San Diego's child care community. We will use representatives from groups such as the San Diego Association for the Education of Young Children's Diversity Task Force, the California Association for the Education of Young Children Leadership in Diversity Project, the Alpha Kappa Alpha (an African-American Sorority) Head Start program, the Viejas Indian School, Child Care Resource Services and Sevick Center, a special education mainstream school. Representatives from these agencies will form our advisory committee to insure that curriculum appropriately addresses cultural, linguistic, gender and special needs issues. Carol Sharpe, Coordinator of the Pacific Oaks College *Advancing Careers in Child Development:*

California's Plan project, will also advise us as part of this consortium and serve as a link to the Commission on Teacher Credentialing.

Grossmont College will continue to expand articulation with the local High Schools through the Tech Prep program.

The economy of scale concept has been summarized by an Economics professor as "getting the most bang for the buck." By addressing a statewide need (and possibly mandate) in the earliest stages and by pooling resources with San Diego State University and San Diego's active child care community we are maximizing the effect of this project. For our students, this consortium means that they will not be wasting productive work time in peripheral and useless classes. For each institution as well as the state this means that educational dollars will be more efficiently spent and will result in a well-trained early childhood workforce that will allow working parents to better contribute to the economy.

3. ELIGIBLE PROGRAMS AND SERVICES

This proposal will concentrate on the Program Development area, section 2: "educational services for new populations such as older or working adults."

Child Development attracts a large percentage of women with children. For many, their first choice would be to stay home with their families. A job in Child Development may be a compromise that allows them to spend more time with their own children or to utilize the skills developed as parents. For many, job satisfaction is derived from working with children and families. Many of our students are lower-income, single parents, and re-entry students. Many do not consider themselves mainstream college students, and those that do, need to work to support themselves and their families while attending school. Even those that have full financial aid have family and community commitments. These students do not attend college in the traditional model of the full-time student. Time and money are limited. The difficulty of transferring between the educational systems causes us to lose students and therefore quality child care professionals.

In California ,current law allows a person to do in- home child care with no educational requirements. Licensed private child care centers require 12 units to be a teacher, but aides have no educational requirement. Publicly funded agencies have higher requirements, but most people enter these jobs as aides, or in the case of Head Start Programs, as parents. Many people find the job first, then come to college for the required courses. At the community college level we have consistently found that 60-90% of the students in our beginning courses are already employed in child care related jobs. It is very rare for our students to complete our program without having worked in the field. Most child care is needed during daytime working hours so the majority of our students attend classes part-time in the evenings.

Traditional models of teacher training require that students do unpaid practice teaching, either under a Master Teacher in the community or at a campus laboratory school. This requirement presents a hardship for many students who must cut back on work hours to meet this requirement. Another problem with the laboratory model is that the laboratory families more often reflect the college community rather than the community where there is the greatest child care need and where the student is or will be employed.

During our program revision we will explore alternatives to traditional course offerings and develop innovative ways to better train working students that provide a more accurate model of the community where the student will work.

4. WHAT SPECIFIC PROBLEM IS BEING ADDRESSED IN THE APPLICATION?

Systemwide, the problem of transfer and articulation from the community college Child Development programs to the CSU's has been stymied by the inherent differences in the mission, philosophy and educational organization of each institution. Community college vocational programs most often are designed around a certificate program that focuses on job skills. University programs focus on the concept of lower division general education for a rounding of the liberal arts student, with a more specific major focus at the upper division level. Lower division and upper division coursework by law and definition are not the same. The community college may not offer upper division coursework, the university traditionally offers very few if any lower division course in the major. *Example: Because state regulations for child care teachers are so specific, both segments offer a course in "Child, Family and Community." CCs offer it as part of the beginning 12 units of vocational education for preschool teachers. Many CSU's offer it as an upper division course. Students transferring often have to take it both times. It is often virtually the same course.*

The traditional focus of the university is on theory and research. A vocational program must offer practical job skills. *Example: A standard 3-unit class at many Community Colleges is "Art for Young Children." In addition to theories of children's artistic development, it focuses on processes and curriculum to use with children in the preschool. A colleague at a CSU said there wasn't a chance in the world he could get a "fingerpainting" class past his curriculum committee. He would be laughed off of the campus and in reality, he's had a tough enough time validating Child Development at the Bachelor's level. His colleagues at the CSU would rather see his program as a research department tied in with Psychology rather than a separate teacher training program.*

This project will address the problem of articulation between CC and CSU by utilizing the CTC standards and other work being done in California and nationally as evaluation tools and using the Education (i.e. elementary and secondary) teacher training programs as a model.

A second problem we are addressing is that of working adult students. These students do not take the traditional path to a four year degree, i.e. lower division general education followed by courses in the major at the upper division level. They more often begin with the vocational certificate, find jobs, then continue taking lower division general education on a part-time basis.

When they transfer to the four year institution, they often have years of job experience. They are mixed in classes with students taking the more traditional path and feel their experience is not taken into account. They also find it economically impossible to leave work for classes and laboratory time.

The proposed Child Development Permit Matrix (attached at the end of the narrative) is designed with corresponding job and educational levels. We will use this model to develop an educational program for the working student. Other innovations will be explored including learning communities and on-site work-experience.

5. IDENTIFY THE POPULATION TO BE SERVED BY THE PROJECT.

We will directly serve all Child Development majors at Grossmont College. This extensive curriculum revision will affect all of our classes. We currently have over 400 identified Child Development majors with close to 1000 students taking our Child, Growth and Development courses in one year. Our student population is rapidly changing to reflect the changes in San Diego County demographics. We are increasing our enrollment of non-white and male students in the program. We are also seeing a shift downward in the socio-economic levels of our students. There is a much greater need for financial aid and greater numbers are attending school only at night because of work.

Our Child Development program is closely aligned with our sister campus, so Cuyamaca College students will be also be served. San Diego State University will be using this model to work on articulation with San Diego Community College District's 4 campuses, as well as Palomar , Southwestern and Mira Costa College Districts. Curriculum revisions will also result in an improvement for SDSU's native student population. This project will serve other Community College Child Development programs statewide as a model that has direct application. Indirectly, all CCC and CSU CD students could potentially be served as other colleges utilize the material disseminated which outline the model program. This model may also serve other vocational transfer programs.

6. APPLICATION OBJECTIVES

Performance Objective: Task #1
Using the California Commission on Teacher Credentialling proposed standards for the Child Development Permit as a tool, we will evaluate the relevant Child Development (CD)coursework at both San Diego State University (SDSU) and Grossmont College (GC) and identify areas that need revision. Focus will be on identification of upper and lower division coursework and appropriate course content for each. Course outlines and programs will be revised to reflect recommended changes.
Completion date: April 1, 1995
Evaluation: 100% of the relevant SDSU and GC CD courses will be evaluated and revised as

necessary according to the CTC standards for CD. *(Note: While outlines will be revised and submitted to appropriate curriculum committees for approval, the entire curriculum revision process may take up to 2 years, depending on campus procedures.)*

Performance Objective: Task #2
We will establish an advisory committee to meet 10 times during the term of this grant. This committee will reflect the ethnic and cultural diversity of San Diego's child care community. The role of this committee will be to help develop curriculum that is culturally appropriate. It will also address issues concerning gender and special needs. The committee will review the final outlines and program proposals.
Completion date: The committee will be established and 10 meetings scheduled by October, 1994. Meetings will continue through May, 1995
Evaluation: The advisory committee will review 100% of the CD course outlines and both programs by May 1995 and make appropriate recommendations.

Performance Objective: Task #3.
During the course of this project, classes and programs will be examined according to the Proposed Child Development Permit matrix to determine an appropriate combination and sequence of courses. Focus will be on identification and placement of lower and upper division coursework.
Completion date: May 1, 1995
Evaluation: An articulated sequence of classes will be developed between the two campuses that meets the requirements for each level of the Child Development Permit.

Performance Objective: Task #4
Transfer agreements will be developed and necessary steps will be established with the campus articulation officers.
Completion date: May 31, 1995
Evaluation: Grossmont College and San Diego State University will have a completed articulation agreement for a seamless transfer program.

Performance Objective: Task #5
Dissemination of the model will begin. We will develop and distribute a brochure through the counseling department, our student association, high school child development classes and employment sites. This brochure will outline the transfer curriculum. We will distribute to all CSU and Community College Child Development Programs a manual outlining the steps necessary to create a transfer program. We will begin scheduling workshops with relevant groups including the California Community College Early Childhood Educators and the Chancellor's Advisory Committee on Child Development Programs and Services for presentation in the Fall of 1995.
Completion date: 6-30-95 (Note: we will continue the dissemination process throughout the next academic year.)
Evaluation: We will print 1000 brochures and distribute 75%. We will send copies of the implementation manual to 106 Community College and 14 CSU Child Development Programs.

We will schedule workshops at a minimum of 3 professional conferences and/or meetings.

7. APPLICATION ANNUAL WORKPLAN

See attached.

8. EXPECTED OUTCOMES OF PROJECT ACTIVITIES IN TERMS OF:

a. Project objectives
By meeting the project objectives we will make it easier for Child Development students to begin a vocational education program, receive a certificate and Associates Degree and transfer all of those units to San Diego State University as a junior in the Child and Family Development major. Every course in the major will apply directly to the Child Development Permit, allowing them to move up the career and pay ladders as they complete their education. They will, upon graduation from SDSU meet the requirements for a Director for state-funded child development programs.

b. Potential for continued support after the expiration of the grant.
Transfer is one of the missions of our campus. The curriculum review and revision process is ongoing. While a revision of this magnitude would be impossible without this grant, continuation of the process is funded as part of the 33 % release time for the Child Development Program Coordinator. The liaisons and communication systems established during the course of this project will streamline future work. Staff development money can be utilized for travel to conferences past the completion date of this grant.

c. Potential for adaptation to other institutions or programs
The revision of the Child Development Permit is a project supported by the Chancellor's Advisory Committee on Child Development Programs and Services, the California Association for the Education of Young Children, the California Community Colleges Early Childhood Educators (CCCECE) and the California Commission on Teacher Credentialing. Review of the Permit is mandated by law. When the proposed changes take place, the process we are proposing in our project will be necessary for all Child Development instructional programs. Review of coursework will be part of the Commission on Teacher Credentialing program approval process. Currently the components of Child Growth and Development; Child, Family and Community; and Program/ Curriculum are required by both Title 22 requirements for child care and Title 5 requirements for state-funded Child Development programs for children. Head Start programs accept either the permit or a degree in Child Development for teachers in their programs. 106 community colleges have Child Development programs. Their students transfer into 16 different CSU programs. This project is adaptable to all of those programs.

We feel this will also be a useful model for other vocational programs struggling to articulate with the CSU system. We hope to provide a precedent for these programs.

Our implementation manual will include the steps in the process of program review and articulation. We will include successes and failures as well as recommendations. The cross-cultural work of the advisory committee will be included. There will be copies of our articulation agreements and communications. Classes at both institutions will be analyzed according to the Child Development Permit Standards and a progression of classes according to the Child Development Permit Matrix will be included.

We will mail copies of our implementation manual to all 106 community college Child Development programs using the CCCECE mailing lists of department chairs. We will also mail copies to the heads of the 14 CSU programs. An article will be published in the LetterTree, the newsletter of CCCECE, and we will present a workshop at their Fall, 1995 conference.

This project will interface with the *Advancing Careers in Child Development* project.

9. EVALUATION PLAN

Our primary evaluation tools will be the proposed standards and matrix for the Child Development Permit. Each course will be evaluated for content and position in the curriculum according to these standards.

Objective/Activity completion will be monitored and documented by the project director and overseen by the Dean of Business and Professional Studies at Grossmont College.

Effective methods, successes and recommendations will be identified and documented by the project director in both the final report and the implementation manual.

The main outcomes by which the project can be evaluated will be the completed course outlines, catalog revisions, articulation agreements, brochure and the implementation manual.

10. DISSEMINATION PLAN

1.) Product to be disseminated:
Our implementation manual will include the steps in the process of program review and articulation. We will include successes and failures as well as recommendations. The cross-cultural recommendations of the advisory committee will be included. There will be copies of our outlines, catalog descriptions, articulation agreements and communications. Classes at both institutions will be analyzed according to the Child Development Permit Standards and a progression of classes according to the Child Development Permit Matrix will be included.

Our brochure will explain the licensing and Child Development permit processes and outline the community college coursework necessary for employment and transfer to SDSU.

An article will be published in the LetterTree, the newsletter of CCCECE and we will present a workshop at their Fall, 1995 conference. We will also present to the Californian Community Colleges Chancellor's Advisory Committee on Child Development Programs and Services and at other relevant meetings and conferences, locally and statewide.

2.) Target population:
There are three distinct populations for our products.
Our first target is our colleagues in Child Development. This includes chairs and coordinators and administrators of instructional programs in Child Development at the Community Colleges, California State Universities and private four-year institutions. Our second target is the child care community. This includes childcare providers, teachers, directors and aides, declared child development students. We will also target employers such as school district administrators and private and corporate sponsors of childcare. Our third target is students and potential students who have not made a career or major choice yet.

3.) Methods used to target and disseminate to the target populations:
For our first target group, we will mail copies of our implementation manual to 106 community college Child Development programs using the CCCECE mailing lists of department chairs. We will also mail copies to the heads of the 16 CSU programs. A copy of the manual and report will also be sent to Carol Sharpe of the Advancing Careers project for dissemination to interested private institutions and the Commission on Teacher Credentialing. Workshops and presentations will be scheduled at academic and professional conferences.

We will use the brochure to hit the two other target groups. It will be distributed in our counseling center, to high school child development classes, state-funded preschool and child development centers, Head Start programs and preschool and childcare programs in San Diego County with an emphasis on the east county area that we serve. Child Care Resource Services and the California Department of Social Services, Community Care Licensing for San Diego County, Child Care Coordinators for the cities of San Diego, San Marcos and Escondido and San Diego County will also distribute the brochure to people interested in entering the field or employing our graduates.

4.) Timetable for dissemination

Copies of the brochure and implementation manual will be disseminated by June 30, 1995.

5.) Evaluation method for the dissemination plan.

The project director will see that 75% of the brochures are distributed and 90% of the manuals mailed to CC's, CSU's and Carol Sharpe by June 30, 1995. 25% of brochures and 10% of the manuals will be held for dissemination after the completion of the funding.

APPLICATION ANNUAL WORKPLAN AND PERFORMANCE INDICATORS

1994-95 Community College Fund for Instructional Improvement

Objectives	Activities	Responsible Person(s)	Timeline
1. Review and revise all relevant Child Development curriculum from Grossmont College and San Diego State University.	**1.1** Using the California Commission on Teacher Credentialing proposed standards for the Child Development Permit as a tool, evaluate the relevant CD coursework at both San Diego State University (SDSU) and Grossmont College (GC) and identify areas that need revision.	Project Director and SDSU Child and Family Development (CFD) Chair	8-1-94 to 10-1-94
	1.2 Conduct in-depth review of all courses targeted and revise outlines.	Project Director and CFD Chair	10-1-94 to 4-1-95
	1.3 Review and revise programs using Child Development Permit Matrix. Determine appropriate sequence of courses and establish upper and lower division designation.	Project Director and CFD Chair,	10-1-94 to 4-1-95
2. Curriculum revision will be based upon committee recommendations. This committee will reflect the diversity of San Diego County and will review curriculum for cultural appropriateness, as well as gender and special needs relevance.	**2.1** Establish an advisory committee to meet 10 times during the term of this grant and establish calendar of meetings.	Project Director and CFD Chair	10-1 to 10-31-94
	2.2 Advisory committee will work directly with project director, CFD chair and faculty to review work on curriculum.	Project Director	10-1-94 to 4-1-95

	2.3 Advisory committee will review and approve final outlines, programs and articulation agreements.	Project Director and CFD Chair	5-31-95
3. Comprehensive articulation planning will take place between Grossmont College and San Diego State University child development programs to develop complete transfer program.	**3.1** Courses will be arranged according to the Child Development Permit Matrix and an appropriate sequence of courses will be developed.	Project Director and CFD Chair	4-1-94 to 5-1-95
	3.2 Courses will be designated lower and upper division and graduate level and placed appropriately in the Associates, Baccalaureate and Master's programs.	Project Director and CFD Chair	4-1-95 to 5-1-95
	3.3 A final Child Development transfer program will be designed at the Community College level that will meet lower division requirements for SDSU	Project Director	4-1-95 to 5-1-95
4.Final programs will be approved and necessary articulation agreements, waiver processes and memos will be put in place with campus articulation officers.	**4.1** Articulation agreements and/or appropriate memos will be written.	Project Director and CFD Chair	5-1-95 to 5-31-95
	4.2 We will meet with articulation officers to formalize agreements.	Project Director and CFD Chair	5-1-95 to 5-31-95
	4.3 Program modifications will be submitted to GC Curriculum committee for approval for 95-96 catalog.	Project Director	5-31-95 to 6-30-95
5. Dissemination of the prototype will begin.	**5.1** Brochures will be developed for Grossmont College counseling purposes outlining the steps for transfer.	Child Development Instructor	5-31-95 to 6-30-95

	5.2 An implementation manual will be developed outlining the processes for replicating a Child Development Transfer Program.	Child Development Instructor	5-31-95 to 6-30-95
	5.3 Conference presentations will be scheduled for Fall, 1995 conferences and meetings including: California Community College Early Childhood Educators, CCC Chancellor's Advisory Committee on Child Development Programs and Services.	Project Director and CFD Chair	5-31-95 to 6-30-9

DRAFT 1/94

Child Development Permit Matrix

Level	Units/Degree	Experience	Supervision	Renewal	Equivalencies
Aide	High school diploma or GED	None	Supervised by Teacher I or II		
Assistant	6 ECE *	None	Supervised by Assoc. Teacher, Teacher I or Teacher II	None	Accredited HERO programs (includes ROP)
Associate Teacher	12 ECE	50 days of 3 or more hrs./day within 2 consecutive yrs.	May supervise assistant, but not aide	Every 5 yrs. 80 clock hrs. (Average 1 sem: unit) educ/training toward addt'l permit requmts. within 5 yr. period	CDA
Teacher I	24 ECE + 16 GE	200 days of 3 or more hrs/day within 4 consecutive yrs.	May supervise all of the above	Every 5 yrs. 160 clock hrs. (average 2 sem. units)	BA or higher + 12 units CD\ECE incl. 3 units (50 days) supervised field wk. in ECE setting. (Renewal hrs. must be in ECE)
Teacher II Master Teacher	24 ECE + 16 GE + 2 units adult supervision course + 6 units of specialization	Same as for Teacher I incl. 100 days of supervising of adults	May supervise all of the above	Every 5 years 240 hours (average 3 sem. units)	BA or higher degree in CD/ECE or specific related field w/ supervised student teaching exp. in EC setting
Director I	AA (60 units) with 24 ECE* + 6 admin. + 2-unit adult supervision skills course	Teacher II	Single site supervision	240 hours in professional devel. (avg. 3 unit semester)	
Director II	BA with 24 ECE + 6 units admin. + 2 units adult supervision skills course	Same as above + one program year of Dir. I experience	Multiple sites	240 hours professional devel. (avg. 3 sem. units)	

*ECE stands for Early Childhood Education. It is equivalent to Child Development Units.

BEST COPY AVAILABLE

APPLICATION BUDGET DETAIL SHEET
1994-95 Community College Fund for Instructional Improvement

RFA No: 94-0001
Organization: **Grossmont College**
Project Title: **Model Child Development Transfer Program**
Funding Source: **FUND FOR INSTRUCTIONAL IMPROVEMENT**

Object of Expenditure	Classification	Funds
1100	**Regular Instructor Salary** Sheridan DeWolf, Project Director, 10% release time: 10% of annual salary of $50,829	5,100
1400	**Noninstruction Certificated Salaries** Part-time or overlaod pay for CD Instructors: 250 hours, approx. $25/hr (Nory Behana-140 hrs, Kristin Zink-40 hrs, Sarah Semlak-70 hrs)	6,250
2300	**Classified Salaries:** Project Assistant 200 hours x $10.50/hr	2,100
3000	**Employee benefits**: classified hourly and certificated hourly	435
4000	**Supplies and materials** Duplicating and materials for brochure and manual	1,000
5000	**Other Operating Expenses and Services:** **$4,000 = Travel** to conferences to present manual to other colleges such as: Chancellor's Mega Conference, California Community Colleges Early Childhood Educators Conference, and Chancellor's Office CD Advisory Committee **$5,000 = Consultants for curriculum development** ($4,000, Dr. Fran Deutsch; $1,000, Dr. Mark Whitney) **$6,000 = Consultants for Advisory Committee** ($1,000 each for six members; 40 hours at approx. $25/hr)	15,000
TOTAL DIRECT COSTS		29,885
TOTAL INDIRECT COSTS	4%	1,195
TOTAL PROGRAM COSTS		~~**31,080**~~

Modified
See attached

APPLICATION BUDGET SUMMARY

1994-95 Community College Fund for Instructional Improvement

FA No.: 94-0001

rganization: GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

roject Title: Model Child Development Transfer Program

ist each funding source: Project Funds: FII Project

District/College Funds: GCCCD

Other Funds: San Diego State University and community agencies

Object of Expenditure	Classifications	Line	*Project Funds Requested	*District/ College Funds	*Other Funds	Total
1100	Instructors' Salaries (Regular)	1	5,100	5,100	6,060	16,260
12XX	Supervisors' Salaries	2	0	1,008	1,008	2,016
12XX	Counselors' Salaries	3	0	250	250	500
1300	Instructors' Salaries (Non-Regular)	4	0	0	0	0
14XX	Noninstructional Salaries	5	6,250	0	3,750	10,000
2100	Classified Salaries, Noninstructional (Regular)	6	0	0	0	0
2200	Instructional Aides' Salaries (Regular)	7	0	0	0	0
2300	Classified Salaries, Noninstructional (Non-Regular)	8	2,100	0	0	2,100
2400	Instructional Aides' Salaries (Non-Regular)	9	0	0	0	0
3000	Employee Benefits	10	435	2,300	2,364	5,099
4000	Supplies and Materials	11	1,000	0	0	1,000
5000	Other Operating Expenses and Services	12	15,000	0	6,000	21,000
6000	Capital Outlay	13	0	0	0	0
7000	Other Outgo	14	0	0	0	0
Total Direct Costs		15	29,885	8,658	19,432	57,975
Total Indirect Support Charges 4 &15&15 %		16	1,195	1,299	2,915	5,409
Total Program Costs		17	31,080	9,957	22,347	63,277

I authorize this cost proposal as the maximum amount to be claimed for this project.

Name/Title: SUE REARIC, Grossmont College Campus Business Officer

Signature: Susan Rearic

(Business Officer/Authorized Signature)

***Complete a budget detail sheet for each funding source.**

APPLICATION BUDGET DETAIL SHEET

1994-95 Community College Fund for Instructional Improvement

Modified Budget

RFA No: 94-0001
Organization: Grossmont College
Project Title: Model Child Development Transfer Program
Funding Source: FUND FOR INSTRUCTIONAL IMPROVEMENT

Object of Expenditure	Classification	Funds
1100	**Regular Instructor Salary** Sheridan DeWolf, Project Director, 10% release time: 10% of annual salary of $50,829	5,100
1400	**Noninstruction Certificated Salaries** Overlaod pay for CD Instructor Nory Behana: 120 hours, approx. $25/hr	3,000
3000	**Employee benefits**: classified hourly and certificated hourly	200
4000	**Supplies and materials** Duplicating and materials for brochure and manual	1,000
5000	**Other Operating Expenses and Services:** **$1,872 = Travel** to conferences to present manual to other colleges such as: Chancellor's Mega Conference, California Community Colleges Early Childhood Educators Conference, or Chancellor's Office CD Advisory Committee **$3,000 = Consultant for curriculum development**: Dr. Fran Deutsch **$4,500 = Consultants for Advisory Committee** ($750 each for six members; 30 hours at approx. $25/hr)	9,372
TOTAL DIRECT COSTS		18,672
TOTAL INDIRECT COSTS	4%	778
TOTAL PROGRAM COSTS		**19,450**

APPLICATION BUDGET DETAIL SHEET

1994-95 Community College Fund for Instructional Improvement

RFA No: 94-0001
Organization: Grossmont College
Project Title: Model Child Development Transfer Program
Funding Source: OTHER FUNDS

Object of Expenditure	Classification	Funds
1100	**Regular Instructor Salary** SDSU Child and Family Department Chair, Dr. Fran Deutsch, 10% release	6,060
1200	**Supervisor's Salary**: Dean of Professional Studies and Fine Arts, Dr. Joyce Gattas, 28 hours at approx. $36/hr	1,008
1200	**Counselors' Salaries** 10 hours at approx. $25/hr	250
1400	**Noninstructional Salaries** $3,750=Release time for two SDSU adjunct faculty to develop curriculum	3,750
3000	**Employee benefits** 10% of benefits for Dr. Fran Deutsch (SDSU)	2,364
5000	**Other Operating Expenses:** Consultants Six professionals serving on Advisory Committee, 40 hours at approx. $25/hr (Agency or donated time)	6,000
Total Direct Costs		19,432
Total Indirect Costs (15% of SDSU Total of $13,424)		2,915
Total Program Costs		**22,347**

APPLICATION BUDGET DETAIL SHEET

1994-95 Community College Fund for Instructional Improvement

RFA No: 94-0001
Organization: Grossmont College
Project Title: Model Child Development Transfer Program
Funding Source: GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT FUNDS

Object of Expenditure	Classification	Funds
1100	**Regular Instructor Salary** (CD Coordinator) Sheridan DeWolf, Project Director, 10% release time 10% of yearly salary of $50,829	5,100
1200	**Supervisor's Salary:** Dean of Business and Professional Studies, Dr. Lois Knowlton28 hours at approx. $36/hr	1,008
1200	**Counselors' salaries:** 10 hours at approx. $25/hr	250
3000	**Employee benefits:** 20% of benefits for Permanent fulltime Instructor/Coordinator, Sheridan DeWolf	2,300
TOTAL DIRECT COSTS		8,658
TOTAL INDIRECT COSTS (15% OF FII Project Costs)		1,299
TOTAL PROGRAM COSTS		9,957